

English

***English Practice Book
For
Open School Learners***

2072

ENGLISH

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For
Open School Learners**

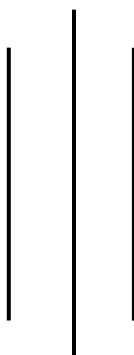
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Preface

This Practice Book is based on the existing Secondary Level English Curriculum and textbook of Grade 10. The items included adhere to the specification grid of the School Leaving Certificate (SLC) examination. Prepared for open school learners, this practice book incorporates adults' learning styles and aims at enabling the target groups to learn English and get through SLC examination. It contains varieties of activities in simple language and is believed to be learner friendly and comprehensive. It is prepared by a team of experts comprising subject experts and experienced teachers.

This book has five units containing grammar, reading, writing, listening and speaking respectively. The units are segmented into different lessons each of which is divided into four sections: i) Introduction ii) What you need to know iii) Exercises and iv) Further study.

Our sincere thanks are due to the people whose invaluable contributions have brought this book to the present shape. The team of experts comprising of Mr. Nabin Khadka, Mr. Radha Krishna Humagain, Mr. Bharatbabu Khanal, Dr. Dikaram Bhatta, Ms Sharmila Pokhrel, Mr. Min Bahadur Achhami, Mr. Suresh Shreshtha and Mr. Nim Prakash Singh Rathaur deserves our thanks for their active participation in providing invaluable suggestions to develop this practice book.

We strongly believe that the book will prove to be a useful material for secondary level open school learners as well as the teachers. The regular learners may be equally benefitted from this practice book as it reflects the same curriculum. However, there is always room for improvement and modification. Therefore, every kind of constructive suggestions and ideas to make the book more useful and comprehensive are always welcome.

2072

Executive Director
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Table of Contents

Unit One: Grammar	1
Lesson One: Articles	1
Lesson Two: Prepositions	6
Lesson Three: Connectives	11
Lesson four: Transformation of sentences	15
Lesson Five: Question Tags	23
Lesson Six: Conditional Sentences	27
Lesson Seven: Causative verbs	30
Lesson Eight : Concord (Subject verb agreement)	33
Lesson Nine : Reported Speech	40
Lesson Ten : Voice	47
Lesson Twelve : Tense	57
Unit Two: Reading	73
Lesson 1 : Poems	73
Lesson Two: Prose	98
Lesson Three : Unseen Reading Text	114
Unit Three: Writing	132
Lesson One: Writing Short Story	132
Lesson Two: Writing news story/news report	137
Lesson Three: Interpreting Charts and diagram	142
Lesson Four: Writing Rules and Regulations	151

Lesson Five: Completing Broken Dialogues.....	157
Lesson Six: Paragraph Writing.....	161
Lesson Seven : Letter Writing.....	168
Lesson Eight : Essay Writing.....	179
Unit Four : Listening	192
Unit Five : Speaking	196

Unit : One

Grammar

This unit contains eleven lessons each of which covers one grammar item. The grammar items in this unit are: articles, prepositions, connectives, conditional sentences, transformation of sentences, tenses, voice, reported speech, causative verbs, subject verb agreement and question tags. Each lesson has been divided into four parts: a) introduction b) what you need to know c) exercises and d) further practice. Under 'what you need to know', some activities are given, which are helpful to generalize some grammatical rules through learning by doing. The exercises help you to measure your status. Finally, 'further practice' section suggests you other resources or books you have to study to strengthen your knowledge on particular grammar content.

Lesson One: Articles

a) Introduction

The adjectives A or An and The are generally called articles. There are two types of articles: 'Definite' and 'Indefinite'. Articles A and An are called indefinite and article The is called definite. A or An is called the indefinite article because it indicates the people or things in general sense ,for example, a teacher (that is, any teacher) and an umbrella (that is, any umbrella). 'The' is called the definite article because it points out a particular person or thing. For example, in the sentence 'I saw 'a man' lying on the road.', 'a man' means anyone: does not matter who the person is. In another sentence, 'A policeman came and took 'the man' to hospital.' Now 'the man' indicates the person who is referred to in the previous example.

b) What you need to know

Activity one

Look at the following sentences. Can you guess the appropriate article ('a ' or 'an') to be filled in the blanks? Decide whether you should use 'a' or 'an' and fill in the blanks appropriately. Some of the blanks don't require 'a' or 'an'. Put cross (×) in the blanks where 'a' or 'an' is not possible.

- i. I eatmango.

- ii. I haveumbrella.
- iii. Amrita isuseful member in our club.
- iv. My brother drankmilk.
- v. It isone rupee note.
- vi. I gaveorange to my sister.
- vii. She gave me.....books.
- viii. She isMBBS doctor.
- ix. I sawmonkey near my house.
- x. There ishouse in the jungle.
- xi. Mr. Joshi ishonorable person.
- xii. New Zealand isisland.
- xiii. I sawelephant in the zoo yesterday.
- xiv. There isewe beside him.
- xv. I waited forhour.

You might have filled 'a' or 'an ' or '×' in the blanks. Your answer must be as below:

- i: The word 'mango' is a singular countable noun. The first sound /m/ म् of the word is consonant.
- ii: The word 'umbrella' is a singular countable noun. The first sound /ʌ/ अ of the word is vowel.
- iii: The phrase 'useful member' is a singular countable. The first sound of the first word 'useful' in the phrase is /j/ य. This is a consonant sound.
 - Note: The words ' umbrella' and 'useful' start with the same letter 'u' but not with the same sound. 'Umbrella' starts with vowel sound /ʌ/ अ and the word 'useful' with consonant sound /j/ य/ Therefore, before the word 'umbrella' 'an' is used and before ' useful', 'a' is used. The word 'university' also starts with consonant sound /j/ य
- iv: The word 'milk' starts with a consonant sound /m/ म् . But we can't use 'before the word' milk because 'milk' is an uncountable noun. To use 'a' before a particular noun, it should be singular countable and should start with a consonant sound.
- v and vi : We use 'a' before ' one rupee note' but 'an' before 'orange'. Both are singular countable nouns and have the same first letter 'O' but their first sound is different. 'One' starts with the consonant sound /w/ व् while the word ' orange' with the vowel sound / ɔ / ओ ।

Note: You can notice that in the above phrases '**one**' begins with a consonant sound, i.e. '**w**'. Therefore, we should always use the article '**a**' before **one**. That is why we say, a one-rupee note, a one-eyed person, a one-man show, etc.

vii: The word 'books' starts with consonant sound /b/ ब/. It is also countable noun but we can't use 'a' before it because it is in plural form. If the sentence had 'book' instead of 'books', we could use 'a' before 'book'.

viii and ix : We use 'an' before 'MBBS doctor' but 'not a' before 'monkey'. Both are singular countable nouns and have the same letter 'm' but their first sound is different. 'MBBS' starts with the vowel sound /e/ एम् while the word 'monkey' with the consonant sound /m/ म्.

x and xi : We use 'a' before 'house' but 'an' before 'honorable person' although they start with the same letter 'h' and both of them are singular countable nouns. The reason is that they start with different sounds. The word 'house' starts with the consonant sound /h/ ह and the phrase 'honorable person' with the vowel sound /D/ ड. From this, we have to understand that two words starting with the same letter may not necessarily have the same sound.

xii : The word 'island' is a singular countable noun. The first sound /ai/ आइ of the word is vowel.

xiii and xiv : We use 'an' before 'elephant' but 'a' before 'ewe'. Both are singular countable nouns and have the same letter 'e' but their first sound is different. 'elephant' starts with the vowel sound /e/ ए while the word 'ewe' with the consonant sound /j/ य/.

Note: The words such as university, union, European, ewe, useful, unicorn, etc. begin with a consonant sound, we use the article 'a' before all these words.

xv: The word 'hour' is a singular countable noun. The first sound /a:/ आ of the word is vowel.

Note: You can easily notice that the words '**hour**', '**honest**' and '**heir**' begin with a vowel sound, as the initial letter 'h' is silent.

The choice between 'a' or 'an' is thus determined by sounds. The article 'a' is used before a countable singular noun that begins with a consonant sound whereas the article 'an' is used before a singular countable noun that starts with a vowel sound.

Activity two

Go through the following sentences. In some blanks, the definite article 'the' is required. Decide which blank demands the definite article 'the'.

- i. I likestory book.
- ii. I likestory book which you gave me last week.
- iii.girl is dancing.
- iv.girl in red sari is dancing.
- v.old man with long nose is good at drawing.
- vi.old man is good at drawing.
- vii. Ramesh istallest boy in his group.
- viii. I havedog.
- ix. I have a dog but my brother hatesdog.

You must have decided as below:

- In the sentence 'i', 'a' is appropriate while in 'ii' 'the' is appropriate. In the sentence 'i', story book is not definite. It means any story book while in the sentence 'ii', story book is definite because the storybook is particular one. It means only the story book which you gave me last week.
- In the sentence 'iii', 'a' is appropriate while in 'iv' 'the' is appropriate. In the sentence 'iii', 'girl' is not definite. It means any girl while in the sentence 'iv'; 'girl' is definite because the girl is a particular one. It means only the girl who is wearing red sari, not others.
- In the sentence 'v', 'the' is appropriate while in 'vi' 'an' is appropriate. In the sentence 'v', 'old man' is definite. It means only the old man who has got long nose while in the sentence 'vi', 'old man' is indefinite because the old man may be any one.
- In the sentence vii, 'the' is used before tallest boy because definite article is used before superlative degree. 'Tallest' is superlative degree of the adjective 'tall'.
- In the sentence 'viii', 'a' is appropriate while in 'ix' 'the' is appropriate. In the sentence 'viii', 'dog' is not definite. It means any dog while in the sentence 'ix', 'dog' is definite because the word 'dog' is already referred to. It means the word 'dog' has been repeated.

Activity three

Put the suitable rule or the number of rule against each statement in the table given below. The rules are related to using definite article. The rules are given just below the table.

S.No.	Statements	Definite article 'the' is used before:
1	Prashant is <u>the</u> tallest boy in his group.	superlative degree
2	Sri Lanka is surrounded by <u>the</u> Indian Ocean.	
3	<u>The</u> fifth chapter of this novel is very boring.	
4	I like to read <u>the</u> Ramayana.	
5	<u>The</u> sky is blue.	
6	I like to play <u>the</u> flute.	
6	I always read <u>the</u> Kathmandu Post.	
8	My brother has been living in <u>the</u> UK for five years.	
9	My mother always walks in <u>the</u> morning.	
10	People welcomed <u>the</u> president in their village.	

Rules

- i. musical instruments such as The madal, The piano, The guitar, etc.
- ii. the names of gulfs, rivers, seas, oceans, groups of islands, and mountain ranges.
- iii. the names of holy books.
- iv. the names of newspapers such as The Rising Nepal, The Himalayan Times, etc.
- v. the names of position or post such as the prime minister.
- vi. unique nouns like earth, sun, moon, universe, etc.
- vii. ordinal numbers.
- viii. the parts of day such as in the evening, in the afternoon, etc.
- ix. the plural nouns of countries such as The USA, The Netherlands, etc.
- x. superlative degree.

c) Exercises

Fill in the blanks with 'a' / 'an' or 'the' where necessary.

- i. The Karnali islongest river in Nepal.
- ii. Carol is from.....USA.
- iii. That could beuseful piece of information.
- iv. I have just gotone rupee note.
- v. Hari isuniversity student.
- vi. My sister isM.Sc. student.
- vii. Once I saw cute ape in the zoo.

- viii. Have you ever seenwounded man?
- ix. I have a dog. My sister likesdog.
- x. They have climbed upMt. Everest.
- xi.girl in the skirt is my sister.
- xii. She has keptewe.
- xiii. I sawmost beautiful bird in the world.
- xiv. They have decided to buynew car.
- xv. Can you tell me who inventedRadio?
- xvi. I am penniless. Could you give meEuro?
- xvii. I boughtbook which was very useful.
- xviii. I like to readRamayan.
- xix.gold is an expensive metal.
- xx. My father likes to readKathmandu Post.
- xxi. I have been waiting her for halfhour.

d) Further practice

For further practice, you need to consult self learning material which you can download from the website *www.nced.gov.np*. Moreover, you can collect different sets of SLC questions and practice. If you are unable to find correct answers, consult your tutor.

Lesson Two: Prepositions

a) Introduction

The preposition is one of the parts of speech. It shows the relation between a noun and another noun, a noun and a pronoun, a pronoun and a pronoun in a sentence. Prepositions are placed before nouns and pronouns. They occur after verbs in phrasal verbs. For example, in the sentence 'There is a dog in the garden', the preposition 'in' shows the relation between two nouns: dog and garden. Similarly, in the sentence, 'She is 'fond of' driving', the preposition 'of' shows the relation between pronoun and noun, i.e., she and driving. Some of the commonly used prepositions are *in, on, of, to, after, near, towards, into, onto, through, down, up, by, for, since, from, out*, etc.

b) What you need to know

Activity one:

Fill in the blanks with the correct propositions selecting from among: *in, on, at, by, since* and *for*. Complete the task with your previous knowledge and/or guessing. Don't worry about the mistakes you might make.

- i. She was born May.
- ii. The thief entered the house midnight.
- iii. She was born 9 July 1937.
- iv. He will go to Kathmandu winter.
- v. I will have finished my school education 2016.
- vi. She passed the SLC 2004.
- vii. The bell will ring 12 O'clock.
- viii. I went to Kathmandu Sunday.
- ix. Jack has lived in Nepal 2010.
- x. She has been teaching in this school nine years.

You must have done in the following way.

- i. In the sentences i, iv, and vi, we can use the preposition 'in' because it is used before month, season and year.
- ii. In the sentences ii and vii, we can use the preposition 'at' because it is used to express specific time such as at seven o'clock, at 11 am at night, etc.
- iii. In the sentences iii and viii, we can use the preposition 'on' because it is used with the days of the week and the dates that have numbers.
- iv. In the sentence v, we can use the preposition 'by' because it is used to indicate before the specific time /period/date, generally in future perfect, for example, a) by tomorrow b) by five o'clock c) by 7th April 2008 d) by May e) by the next summer
- v. In the sentence ix and x, the prepositions 'since' and 'for' are used respectively. 'Since' is used with present perfect or past perfect verb. It is always followed by a specific point in time. 2010 is point in time. 'For' is used for a 'period of time' (for +time period). 'Nine years' is a 'period of time'.

Activity two

Read the following sentences and focus on the underlined prepositions. Decide whether the prepositions are appropriately used or not. If the preposition is appropriately used in the sentence, put tick (✓) in the next box. If not, put cross (×).

S.No.	Sentence	Tick/ Cross
1	Whale is found <u>in</u> the sea.	√
2	There are many temples <u>in</u> Kathmandu.	
3	She stuck a poster <u>in</u> the wall.	
4	There are many buses <u>at</u> the bus park.	
5	My school is <u>by</u> Hotel Everest.	
6	Divide these apples <u>between</u> these boys.	
7	Divide these apples <u>among</u> Rita and Suresh.	
8	He stood <u>beside</u> the bus.	
9	She gave me a pen <u>besides</u> a watch.	
10	He died <u>of</u> cancer.	
11	She put <u>out</u> her new shoes yesterday for wedding party.	
12	He put <u>off</u> the lamp before going to bed.	

You must have put tick or cross based on the following points:

- The preposition used in sentence 1 is correct because 'in' is used with sea/ river/ lake/ water.
- The preposition used in sentence 2 is also correct because 'in' is used with big place or areas such as France, Asia, Delhi, etc.
- The preposition used in sentence 3 is not correct because the poster is always stuck on the surface of wall. To denote surface of something, we generally use the preposition 'on', for example, 'My bag is on the floor', 'There are two books on the table', 'A spider is moving on the ceiling', etc.
- The preposition used in sentence 4 is correct because 'at' is used with small places or areas taken as a point such as airport, office, home etc.
- The preposition used in sentence 5 is also correct because 'by' is used to indicate the position near.
- 'Between' is used in speaking of two people or things; 'among' is used in speaking of more than two people or things. Therefore, the prepositions used in sentences 6 and 7 are incorrect. There must be 'among' in sentence 6 and 'between' in 7.
- We frequently use the two terms: 'beside' and 'besides'. The word 'beside' is near or close to someone or something while the meaning of the word 'besides' is 'except' or 'in addition to'. Therefore, the sentences 8 and 9 have correct prepositions. The sense of sentence 8 is 'He stood near the bus'.

- The preposition used in sentence 10 is correct because after the word 'die', the preposition 'of' is always used to show the causes of death, for example: She died of severe illness, 'My father died of heart attack.
- In the sentences 11 and 12, prepositions are inappropriately used. In both sentences, prepositions have appeared in phrasal verbs. In sentence 11, 'on' can be used instead of 'out' because 'put on' means 'to wear'. In sentence 12, 'out' can be used in place of 'off' because 'put out' means to 'turn off' the lamp.

Points to remember

i) The preposition in a sentence is determined by the noun in front of which the preposition is used.

He is lying on the floor.

Generally, 'on' is used before 'floor'

ii) Sometimes, preposition is used contextually.

She comes to schooltime.

Here, the preposition either 'on' or 'in' possible.

She comes to school in time. (around the time)

She comes to school on time. (exact time)

iii) Sometimes, preposition is determined by the word before it.

She is fond of watching Nepali films. (After fond 'of' is used.)

He went to the market yesterday. (After 'go', 'to' is used)

c) Exercise

- i. My sister was born.....May.(in/ on/ at)
- ii. I passed the SLC.....2010. (in/ on/ at)
- iii. Our school starts9:30.(in/ on/ at)
- iv. We have studied in this school.....2009.(in/ by/ since)
- v. He is lying.....the floor. (in/ on/ at)
- vi. My school isa temple.(in/ on/ by)
- vii. He dived the river. (in/ into/ at)
- viii. My mother divided the apples.....two of us.(among/ between/ to)
- ix. My room isthe third floor. (in/ on/ at)
- x. The cat jumped.....the wall. (across/ over/ on)
- xi.my opinion, all the students will pass in SLC. (In/ On/ At)
- xii. They are interesteddrawing and painting. (in/ on/ with)
- xiii. I will invite you.....my wedding party. (to/ on/ at)

- xiv. The hero diedthe end of the film. (in/ on/ at)
- xv. I always visit Pokhara.....the weekends. (in/ on/ at)
- xvi. Open and see your book.....page 40. (in/ on/ at)
- xvii. I am not good.....singing and dancing. (in/ on/ at)
- xviii. She went to Biratnagar.....bus. (on/ by/ in)
- xix. This is known.....me.(by/ to / with)
- xx. My brother is writing an essay.....'Mt. Everest'.(in/ at / on)
- xxi. I used to go to university....foot. (on/ in / with)
- xxii. The picture that I drew last week is hanging.....the wall.(on/ in/ over)
- xxiii. My father is cutting cabbage.....a knife.(by/in/ with)
- xxiv. Amisha is fond.....watching TV.(by/ with/ of)
- xxv. I prefer tea.....coffee. (to/ from/ with)
- xxvi. She fell.....the ladder . (of/ off/ from)
- xxvii. Don't laughthe poor. (in/ on/ at)
- xxviii. My sister lives in London.....her husband.(in/ among/ with)
- xxix. The lion jumped.....the deer.(on/ in/ to)
- xxx. I have to wait for her.....7o'clock.(till/ by/ with)
- xxxi. She always sits.....me in the classroom.(beside/ besides/ to)
- xxxii. Our country must not rely.....other countries. (on/ with/ in)
- xxxiii. The climate is not good.....my health. (at/ for/ to)
- xxxiv. My cupboard is made.....metal and wood.(by/ with/ of)
- xxxv. Respecting each other's work is key.....peace in society. (to/ for / with)
- xxxvi. The boy is watching.....the window.(through/ across/ over)

d) Suggestions for further study

For further practice, you need to consult self learning material which you can download from the website *www.nced.gov.np*. Moreover, you can collect different sets of SLC questions and practice. If you are unable to find correct answer, consult your tutor. You can also look at page number 148, 149 and 150 of Grade ten English book.

Lesson Three: Connectives

Introduction

There are many kinds of connectives, which connect clauses to show different things like cause, effect, time, place, purpose and so on. In this lesson, we will discuss about the connectives and their usage in brief.

What you need to know

Activity one

Fill in the blanks with the appropriate connectives choosing from the second column.

Statements	Connectives
1. Maya didn't go to school yesterday she was sick.	although
2. her poverty, she couldn't buy any books.	however
3. Radha went to the bank get money.	in spite of
4. Students go to the library they can read books.	because
5. Prerana didn't eat anything she was hungry.	in order to
6. Gopal refused to eat his hunger.	because of
7. English is an interesting subject,, it takes a long time to learn.	so that
8. Geeta lives in the hostel is a good player.	whose
9. Karna, everyone loves, is a singer.	what
10. Bina, house is far away, works in our office.	whom
11. I don't know the spot he had the accident.	who
12. I told him I knew about the incident.	where

You might have done as below. Correct your answer if needed.

1. In sentence 1, 'because' is used because it connects statement or action and a reason. Here, 'Maya didn't go to school yesterday' is statement or action and 'she was sick' is reason. We can use 'as' and 'since' instead of 'because'.

Because/since/as is used before the reason either in the beginning or in the middle of the sentence. If it is used in the beginning, comma(,) should be given after the reason. For example, 'Because Maya is sick, she didn't go to school yesterday'.

2. In sentence 2, 'because of' can be filled in because the connective 'because of' is used to connect a statement/ action and a reason, but the reason has to be a noun phrase (NP).

Action/ Statement + because of + Reason (NP)

Sarita couldn't buy any books because of her poverty.

This sentence can be written in another way:

Because of her poverty, Sarita couldn't buy any books.

3. In sentence 3, the connective 'in order to' is possible. It connects actions and purposes.

Action + to / in order to + V¹ (Purpose): Radha went to the bank in order to get money. Here, 'Radha went to the bank' is action and 'get money' is purpose. After 'in order to', we always use V¹, e.g., play, eat, go and so on.

Note: 'to' can be used instead of 'in order to'.

4. In sentence 4, the connective '**So that**' is possible. It connects an action and a purpose, but the purpose has to be a clause.

For example:

Action + so that + purpose statement (subj.+ can/could/may/might...+V ¹)
--

Students go to the library so that they can read books.

5. In sentence five, the connective '**although**' is possible. 'Although' links a situation and an unexpected result. This connective is always used with situation.

Although + Situation (SVO) + Unexpected Result

Although Prerana was very hungry, she didn't eat anything. This sentence can be written in this way too. 'Prerana didn't eat anything although she was hungry.' Though and even though can be used instead of 'although'.

Note: Though/although/even though is used before the situation either in the beginning or in the middle of the sentence. If it is used in the beginning, comma(,) should be given after the situation.

6. In sentence 6, the connective 'in spite of' is used. It links a situation and an unexpected result; the situation has to be a noun phrase (NP).

In spite of/ Despite + Situation (NP), + Unexpected Result

For example: In spite of his hunger, Gopal refused to eat. This sentence is also written as 'Gopal refused to eat in spite of his hunger.' 'Despite' can be used instead of 'in spite of'. For example: Gopal refused to eat despite his hunger.

Despite her intelligence, Rama failed her exam.

7. In the sentence 7, the connective 'however' is used, which connects two contrary statements.

First Statement + however + Second Statement (Contrary)

English is an interesting subject, however, it takes a long time to learn.

8. In the sentence 8, the connective 'who' is used. It is also called 'relative pronoun' which is used for a person in the subjective case. e.g. Geeta, who lives in the hostel, is a good player.

9. In sentence 9, the relative pronoun 'whom' is used. It is used for a person in the objective case. e.g. Karna, whom everyone loves, is a singer.
10. In sentence 10, the relative pronoun '**Whose**' is used. This clause is used for a person in the possessive case. e.g. Bina, whose house is far away, works in our office.
11. In sentence 11, '**Where**' is used for place as a place adverb. e.g. I don't know the spot where he had the accident.
12. In sentence 12, the connective '**What**' is used for things (a fact) as a subjective/objective case. e.g.
I told him what I knew about the incident.

Activity two:

Study the examples as given below and find how the connectives are used.

- i. He was stupid, therefore, he failed the exam
- ii. She was ill, therefore, she didn't play the match.
- iii. I went to doctor for some medicine.
- iv. I went to market for buying vegetables.
- v. They played football until 4 am.
- vi. They had written homework until it was four.
- vii. My mother can read, but she can't write. (But joins two opposing sentences)
- viii. Rita and Hari went to school.
- ix. She ate an egg as well as two apples.
Note: The connectives 'and' and 'as well as' join where the meaning is 'also'.
- x. The plane couldn't fly due to bad weather.
- xi. I didn't play due to my backache.
Note: 'due to' is used instead of 'because of'.
- xii. She is not only beautiful but also intelligent. (The clause is ' not only.....but also.....')

c) Exercise

- i. Sumi couldn't attend her class.....her brother's wedding.(because of/ therefore/ in spite of)
- ii.bad weather, they climbed the mountain.(Because/ Because of / In spite of)
- iii. The boy.....I like very much is good at football. (whom/ whose/ what)
- iv. I met him yesterday,.....he didn't say anything to me.(though/ therefore/ however)
- v. Yesterday, I met the man was singing a song. (who/ whose/ whom)

- vi. She got up early.....she could go to temple.(so/ however/ so that)
- vii. He lost his way.....his weak eyesight (so that/ however/ due to)
- viii. She is happy.....she has lost her money bag and other important documents.(however/ though/ even)
- ix.her cleverness, she couldn't present smartly. (Despite/ In order to/ Because of)
- x. My brother tried hard,.....he couldn't finish the task in time.(though/ however/ so)
- xi. The girl.....hair is curly is running a restaurant. (who/ whose/ whom)
- xii. I was born in Pokhara.....is a very beautiful city. (which/ where/ who)
- xiii. The book.....is on the table is about beauty of Nepal. (where/ which/ who)
- xiv. The city.....we can see many temples is Kathmandu. (which/ where/ what)
- xv. The time.....I usually get up is 4:30 a. m. (what/ which/ when)
- xvi.I want to know is about her success. (What/ Who/ Whom)
- xvii. You will be punished for.....you have done.(what/ when / while)
- xviii. I went to library.....read some story books.(because/ for /to)
- xix. My friend was lazy,,he failed the exams.(however/ despite/ therefore)
- xx. I never play volleyball..... my left hand is weak.(but / although/since)
- xxi. She was not only a farmer.....an electrician. (but also/ as well as / along with)
- xxii. He eats egg,,he never eat meat. (but/ however/ therefore)
- xxiii. I went to market.....buy a grammar book.(for/ to / because of)
- xxiv.he was late, he missed his school bus.(Before/ As/ Until)
- xxv. Ravi often goes to river.....fetch water.(so that/ in order to/ because)
- xxvi. They are happy.....they go.(where/ wherever/ which)
- xxvii. We go to bank.....deposit our money.(in order to/ for/ because of)
- xxviii. The school was closed.....sever cold.(because of/ in spite of/ in order to)
- xxix. Our flight was cancelled.....poor visibility.(in spite of/because / because of)
- xxx. God helps those.....help other people.(which/ what/ who)

d) Further practice

For further practice, you need to consult self learning material which you can download from the website *www.nced.gov.np*. Moreover, you can collect different

sets of SLC questions and practice. If you are unable to find correct answer, consult your tutor. You can also look at page number 33 and 34 of Grade ten English book.

Lesson four: Transformation of sentences

Introduction

We can change one form of sentence into another form. For example, the sentence ' Anita is ready to play the game.' can be change into negative form ' Anita is not ready to play the game.' In this lesson, we will mainly learn how to change statements into negative and questions and vice versa.

What you need to know:

Activity one

Look at these examples and find how the statements are changed into negative or question.

<u>Statement</u>	(a) <u>Negative</u> (b) <u>Question</u>
(i) She will attend the meeting.	(a) She will not / won't attend the meeting. (b) Will she attend the meeting?
(ii) They have bought some sweets.	a) They have not bought any sweets. Or, They have bought no sweets. b) Have they bought any sweets?
(iii) He teaches in a college.	(a) He does not teach in a college. (b) Does he teach in a college?
iv) Ramesh taught in a college last year.	a) Ramesh didn't teach in a college last year. b) Did Ramesh teach in a college last year?
v) They teach in a college.	a) They don't teach in a college. b) Do they teach in a college?

Based on the examples as given above, change the following statements into negative and yes/no question.

<u>Statement</u>	(a) <u>Negative</u> (b) <u>Question</u>
(i) She is drawing a picture.	(a) (b)?

<u>Statement</u>	(a) <u>Negative</u> (b) <u>Question</u>
(ii) They should help someone.	(a) (b)?
(iii) Hari writes stories.	(a) (b)?
iv) Ramesh wrote some poems two years ago.	(a) (b)?
v) They write an essay book.	(a) (b)?

You may change the statements in the following ways:

- i) a) she is not drawing a picture. b) Is she drawing a picture?
- ii) a) They should not help anyone. Or They should help no one. b) Should they help anyone?
- iii) Hari does not write stories. b) Does Hari write a story?
- iv) Ramesh did not write any poems two years ago? Or Ramesh wrote no poems two years ago? b) Did Ramesh write any poems two years ago?
- v) a) They do not write an essay book. b) Do they write an essay book?

Activity Two

Read the following points to be considered while changing sentences into negative and affirmative.

- i. The negative maker 'not' is added to the auxiliary verbs to change the sentences from affirmative to negative, and the auxiliary verb is placed before the subject to make a 'Yes/No' question.
They **had** finished the work.
Negative: They had **not** finished the work.
Yes/ No question: **Had** they finished the work?
- ii. 'Yes/No' questions always begin with an auxiliary verb.

- iii. Where there is no auxiliary verb in the given statement, we need the help of 'do' verbs (do/ does/ did) to change it into negative and question forms.

He helped Anita. ('helped' is in past form)

Negative: He **did** not help Anita.

Yes/ No question: **Did** he help Anita?

- v_2 (past) - 'did + v_1 '

He helps Anita. ('helps' is in present form)

Negative: He **does** not help Anita.

Yes/ No question: **Does** he help Anita?

- v_5 (v + s/es, present) - 'does + v_1 '

He helps Anita. ('help' is in present form)

Negative: They **do** not help Anita.

Yes/ No question: **Do** they help Anita?

- v_1 (present) - 'do + v_1 '

Study the following rules for negative and question forms.

Negative	'Yes/No' Question
Sub + Aux + not + v	Aux + sub + v?
<p>'Some' becomes 'not.....any' or 'no'</p> <p>I ate some apples.</p> <p>I did not eat any apples.</p> <p>Or</p> <p>I ate no apples.</p>	<p>'some' becomes 'any'</p> <p>She gives me some books.</p> <p>Does she give me any books?</p>
<p>'must' becomes 'need not' (in general)</p> <p>She must write her homework.</p> <p>She need not write her homework.</p>	<p>'must' – no change</p> <p>She must write her homework.</p> <p>Must she write her homework?</p>
<p>'already' becomes 'yet'</p> <p>They have already finished the work.</p>	<p>'already' becomes 'yet'</p> <p>They have already finished the work.</p>

Negative	'Yes/No' Question
They have not finished the work <u>yet</u> .	Have they finished the work <u>yet</u> ?
'just' becomes 'lately' She has <u>just</u> come here. She has not come here <u>lately</u> .	'just' becomes 'lately' She has <u>just</u> come here. Has she come here <u>lately</u> ?
'either.... or' becomes 'neither.... nor' I like <u>either</u> tea <u>or</u> coffee. I like <u>neither</u> tea <u>nor</u> coffee.	
'always/sometimes' becomes 'never' (Neg.) I <u>always</u> go to temple. I <u>never</u> go to temple.	'always/sometimes' becomes 'ever' She sometimes goes out. Does she ever go out?
'often' becomes 'seldom' (Neg.) He <u>often</u> goes to Pokhara. He <u>seldom</u> goes to Pokhara.	

- When 'do' verb and 'have/has' verb are used as the main verb in the sentence, we take the help of 'do' verb again to make them 'negative' and 'question'.

For example:

Statements	a) Negative form b) Yes/ no question form
She <u>does</u> her work carefully.	a) She <u>does not do</u> her work carefully. b) <u>Does</u> she <u>do</u> her work carefully?
He <u>had</u> his lunch with me.	a) He <u>didn't have</u> his lunch with me. b) <u>Did</u> he <u>have</u> his lunch with me?

Now your turn.

They do the work in time.

Negative:

Yes/ No

question:.....

He did the work smartly.

Negative:

Yes/ No

question:.....

She has a bath every day.

Negative:

Yes/ No

question:.....

Students have to follow the school rules.

Negative:

Yes/ No

question:.....

Sita and Rita have a headache.

Negative:

Yes/ No

question:.....

She has to do her homework.

Negative:

Yes/ No

question:.....

Note: If you need, consult your tutor for more feedback.

Activity Three

Look at the following examples and see how the statements are changed into wh- (information) questions:

a). They live in Pokhara. (where)

- Find the answer to 'where?'
- The answer is 'in Pokhara'.
- Omit the answer 'in Pokhara' from the statement.
- Now you have the statement: They live.
- Change this statement into Yes/No question, but don't forget to put 'Where' at first.

For example

They live.

Where do they live?

(Note: Don't forget to add a question mark)

b). He wrote a story yesterday. (what)

- The answer is 'a story'.
- Now the statement without answer is:
He wrote yesterday.
- Change this statement into Yes/No question with 'What' in the beginning.
What did he write yesterday?
- Study the following table.

Statement	Wh-word	answer	Statement without answer	Wh-question
She went to market last week.	'When'	'last week'	She <u>went</u> to market...	When did she <u>go</u> to market?
He goes to school on foot.	How	'on foot'	He <u>goes</u> to school	How does he <u>go</u> to school?

d). 'Who/What' question

- Sita is a doctor.(Who)
Who is a doctor?
- Sita is a doctor.(What)
What is Sita?

- e). 'How much' question
She paid Rs. 300.
How much did she pay?
- f). 'How much' question
They have got four houses.
How many houses have they got?
- g). 'How often' question
She goes to market once a week.
How often does she go to market?
- h). 'What' question
She is Sleeping.
What is she doing?

c) Exercise

- i. Mohan doesn't.....football. (play/ plays/ played)
- ii. Shyam put some sugar in his tea. The negative statement of this sentence is:
Shyam.....in her tea. (does not put any sugar/ did not put some sugar/
did not put any sugar)
- iii. Sulochana cut her finger but I(don't / doesn't / didn't)
- iv. Did they break this bar? Its assertive form is: They.....this bridge. (break/
broke/ broken)
- v. He loves singing but he.....not interested in dancing.(is/ does / was)
- vi. Does your sister.....the guitar? (play/ plays / played)
- vii. Do you have any problems? The statement of this question is (You
have any problems/ You has some problems/ You have some problems)
- viii. Does it have any sense?' The statement of this question is:.....(It have
some sense/ It has any sense/ It has some sense)
- ix. Hari passed the exam but Kalu.....(do not / did not/ has not).
- x. Rojan meant to say that. The negative statement of this sentence is :
Rojan.....to say that. (doesn't mean/ didn't mean/ not meant)
- xi. Sudha plays the guitar but she.....the piano. (do not play/ does not play/
did not play)
- xii. Did youthe principal yesterday? (meet / met/ meets)
- xiii. He had a sun bath yesterday. Its negative is: He.....a sun bath yesterday.
(hadn't / didn't have/ don't have)

- xiv. The statement of "Did she speak well"? is:.....(she speaks well/ she speak well/ she spoke well)
- xv. 'He lost something yesterday. Its negative form is:.....(He do not lost anything yesterday/ He did not lose anything yesterday/ He didn't lose something yesterday)
- xvi. 'You need not give him anything'. Its affirmative form is:..... .(You must give him anything/ You need give him anything/ You must give him something)
- xvii. 'He solves the problem': Its interrogative form is:.....?' (Does he solve the problem/ Does he solves the problem/ Is he solve the problem)
- xviii. We went to the party but our parents..... . (doesn't/didn't/didn't)
- xix. Prem doesn't like it but Sunita..... . (do/does/did)
- xx. She has a bike: Its negative is: she.....a bike (haven't/doesn't have/don't have)
- xxi. She has got a class. Its negative is: She.....a class. (hasn't got/ doesn't get/ doesn't got)
- xxii. She teaches me mathematics. Its who question is:you mathematics ? (Who does teach/ Who teach/Who teaches)
- xxiii. I didn't like it. Its affirmative sentence is:..... . (I like it/ I did like it/ I liked it)
- xxiv. I had had a nice dream. Its negative is: I a nice dream. (hadn't had / hadn't have/ didn't have)
- xxv. I had good news. Its yes-no question is: good news? (Did you have/ Had you have / Had you had

d) Further study

For further practice, you need to consult self learning materials you can download from the website www.nced.gov.np. Moreover, you can collect different sets of SLC questions and practice. If you are unable to find correct answers, consult your tutor..

Lesson Five: Question Tags

Introduction

Question tag is a short question that is added at the end of sentences when we want to check something, when we want someone not/to do something or when we show surprise.

You are a doctor, aren't you?

Students have got five minutes to spare, haven't they?

What you need to know

Activity one

Study the following examples and generalize how the Question Tags are formed. Write your generalization in the blanks given below.

Statements	Question tags	Remarks(generalizations)
Yadav <u>was</u> here,	<u>wasn't he</u> ?	i) ' <u>was</u> ' has changed into "wasn't" (positive statement and negative question tag) ii) Subject of statement is changed into 'pronoun' in question tag. (Yadav has been changed into 'he')
We <u>will</u> win,	<u>won't we</u> ?	'will' is changed into "won't" but not into "willn't"
You <u>are not</u> going to leave,	<u>are you</u> ?
Students <u>do not</u> follow the rules,	<u>do they</u> ?
Pratibha <u>can't</u> speak in English,	<u>can she</u> ?
I <u>am</u> a doctor,	<u>aren't I</u> ?
I <u>am not</u> a nurse,	<u>am I</u> ?

Activity Two

- Study the following examples and analyze how question tags are formed.

Meena was not here, was she?

It cannot be proved, can it?

We won't win, will we?

Bindiya doesn't like cooking, does she?

They didn't stay here longer, did they?

- We generally use nine pronouns as the subject of the Question tags. They are I, we, you, he, she, it, they, there, one:

I speak English, don't I?

I do not speak English, do I?

You speak English, don't you?

You do not speak English, do you?

Bishnu is a pilot, isn't he?

Mandira is a nurse, isn't she?

The bus goes to Butwal, doesn't it?

The buses go to Bhairahawa, don't they?

There are six pencils in the bag, aren't there?

Somebody has gone out, haven't they?

Something is missing, isn't it?

Note: Subjects like someone, somebody, nobody, anyone, etc. generally take 'they' as a pronoun and the subjects like something, nothing, anything, etc. take 'it' as a pronoun.

- When a question tag is added to an imperative statement, the following two things should be considered:

i) An imperative statement has a future tag. This means the auxiliary 'will' or 'shall' is used in the tag. '**Will**' is used for subject all subjects including '**You**' and '**Shall**' is used for subject '**We and I**'.

ii) An imperative statement always has a positive question tag. *

Some examples:

Please, close the door, **will you**?

Come to see me tomorrow, **will you**?

Always be kind and polite, **will you**?

Don't make a noise, please, **will you**?

Let me stay here, **will you**?

Let her dance, **will you**?

Let him go out and play, **will you**?

Let them sing and dance, **will you**?

Let us join the programme, **will you?**

Let's go for a walk, **shall we?**

Let's read some papers, **shall we?**

**Mostly the tag is positive. But we can use won't instead of will if it is rather emphatic expression.*

c) Exercise

- i. Sunder will go to Pokhara next week,.....?(wouldn't he/ won't he/ will he)
- ii. The students play football,.....?(do they / didn't they/ don't they)
- iii. Rita and two boys had their lunch,.....?(hadn't they/ didn't she/ didn't they)
- iv. Roshan does not help me,.....? (doesn't he/ does he/ does not he)
- v. Sharmila said that she had read a novel the day before,.....? (didn't she/ hadn't she/ hasn't she)
- vi. Don't bother me,.....?(do you / will they/ will you)
- vii. Somebody is crying there,.....?(isn't it / are they/ aren't they)
- viii. Nobody helped me,.....?(did they/ didn't they/ did it)
- ix. Everything is in well condition,.....?(aren't they/ isn't it / doesn't it)
- x. None of them are working well,.....?(are they/ aren't they/ were they)
- xi. You and Sapana did it,? (didn't you/ didn't she/ didn't they)
- xii. I am too tired,?(don't I/ wasn't I/ aren't I)
- xiii. I am not interested in dancing,?(am I/ are I/ don't I)
- xiv. She'd finish the work in time,.....?(hadn't she/ wouldn't she/ doesn't she)
- xv. He'd written homework,.....?(hadn't he/ hadn't she/ don't they)
- xvi. I'd rather go for a walk,?(wouldn't I/ hadn't I / don't I)
- xvii. You'd better do it,?(wouldn't you/ hadn't you/ don't you)
- xviii. There was nothing at all,?(was it/ was there/ wasn't there)
- xix. This is my pen,.....?(isn't this/ is it/ isn't it)
- xx. Let us go to bathroom,.....?(will you/ shall we/ don't we)
- xxi. Let's play football,?(will you/ shall we/ don't we)
- xxii. He needn't read the book,?(does he/ doesn't he/ need he)
- xxiii. All was sold,? (weren't they/ wasn't it/ was it)
- xxiv. She's running now,?(isn't she/ wasn't she/ hasn't she)
- xxv. One shouldn't tell lies ,.....?(should they/ should it/ should one)
- xxvi. I don't think she'll come tomorrow,.....?(won't she/ do I/ will I)

- xxvii. You and I'll go there,?(won't you/ won't they/ won't we)
- xxviii. Someone is waiting for you,.....?(isn't it/ aren't they/ isn't someone)
- xxix. She's writing some poems all the day yesterday,? (wasn't she/ hasn't she/ isn't she)
- xxx. You must keep quiet,?(don't you/ oughtn't you/ mustn't you)
- xxxi. They have to study hard,?(haven't they/ don't they/ have they)
- xxxii. Give me a glass of water,?(shall we/ will you/ won't you)
- xxxiii. He hardly talks in English,.....?(does he/ doesn't he/ don't he)
- xxxiv. Let's set the table for dinner,?(shall we/ shall you/ will you)
- xxxv. You want to borrow money from me again,.....?(don't I / don't you/ don't we)
- xxxvi. Nobody speaks the truth,? (don't they/ do they/ does it)
- xxxvii. Linda, along with Tom and Shally, has joined the swimming class,? (hasn't she/ hasn't they/ haven't they)
- xxxviii. Sarala has never been to Pokhara,.....? (hasn't she/ has she/ does she)

d. Further practice

For further practice, you need to consult self learning material which you can download from the website *www.nced.gov.np*. Moreover, you can collect different sets of SLC questions and practice. If you are unable to find correct answer, consult your tutor. You can also look at page number 13 of Grade ten English book.

Lesson Six: Conditional Sentences

a) Introduction

Conditional sentences express conditions. They have two clauses. They are: If-clause and main clause.

b) What you need to know

Activity one

Look at the following sentences and observe the relationship between the two clauses.

If – clause	Main clause
If you <u>press</u> the balloon,	it <u>bursts</u> .
If you <u>want</u> to talk to her,	<u>visit</u> her at home on Monday.
If he <u>meets</u> me,	I'll <u>help</u> him.
If he <u>met</u> me,	I <u>would</u> help him.
If he <u>had met</u> me,	I <u>would have</u> helped him.

In the above examples, there are *if-clauses* in the first column and main clauses in the second column. *If-clauses* express three different types of conditions:

a) If-clause is in simple present: (Condition I)

if + sub + v¹/v⁵ +, if /sub + v¹/v⁵ +

- If you heat water, it boils.
- If the teacher is competent, students learn fast.

We use the simple present tense in *if* clause and the same tense in the main clause to express the condition which shows cause and effect (automatic reaction).

if + sub + v¹/v⁵ +, imperatives

- If you want to pass the exam, work hard.
- If you meet Ram, give him some sweets.

We use the simple present tense in *if* clause and imperatives in the main clause to express suggestions through condition.

if + sub + v¹/v⁵ +, sub + will/shall/can/may + v¹ + ...

- If he earns much money, he will buy a new house.
- If she works hard, she can pass the exam.

- They won't come to the party if I don't invite them.

We use the simple present tense in *if* clause and the simple future in the main clause to express general possibility. Such condition expresses a future statement.

b) If- clause is in simple past: (Condition II)

if + sub + v² +, sub + would/could/might + v¹ +
--

- If I were a bird, I would fly in the sky.
- If he earned much money, he would buy a new house.
- If she worked hard, she could pass the exam.

We use the simple past tense in *if* clause and *would*, *could* or *might* in the main clause to express the condition which is unreal or imaginary. Such condition expresses a present statement meaning if something is possible, the other is also possible.

c) If-clause is in past perfect: (Condition III)

if+ sub + had + v3 + ...,sub + would have/could have + v3 + ...
--

- If he had earned much money, he would have bought a new house.
- If she had worked hard, she could have passed in the exam.
- They wouldn't have come to the party if I hadn't invited them.

We use the past perfect tense in *if* clause and *would have*, *could have* or *might have* in the main clause to express the condition which is impossible. Such condition expresses a past statement which is not possible now.

The above examples suggest that a comma (,) is placed between *if-clause* and *main clause* when *if-clause* is written in the beginning. But if the sentences begins with a main clause, we don't use a comma (,).

For example:

She could have passed in the exam if she had worked hard.

Activity two

Look at the following three sets of examples and find how 'if' and 'unless'(if not) are used in the sentences.

Set one:

- i) If you don't help me, I won't help you.
- ii) Unless you help me, I won't help you.

Set two:

- i) If he doesn't play, the game can't start.
- ii) Unless he plays, the game can't start.

Set three:

- i) If they didn't go there, the accident wouldn't happen.
- ii) Unless they went there, the accident wouldn't happen.

Set four: (complete yourself)

- i) If it didn't rain, the game would start.
- ii) Unless....., the game would start.

Set five (write the sentence using 'unless')

- i) If he doesn't work hard, he won't get good marks in the exam.
- ii)

What differences do you see between two sentences in each set?

.....
.....

c) Exercise

1. If they make a noise, theylearn well. (won't /wouldn't /hadn't)
2. If Nilima..... the exam, she will join the college. (pass/passes/passed)
3. What would you do if you..... (are/was/were) the headmaster?
4. If I..... you, I would never be angry with my friends. (had, were, am)
5. If they study hard, they.....the exam. (could pass/pass/can pass)
6. If itthe game wouldn't start on time. (rained, will rain, had rained)
7. If you are my real friend, youme in need. (help/will help/helped)
8. Had he come in time, he..... the bus. (will catch/ would catch/ would have caught)
9. She would have lost her weight if she.....for two hours daily. (will walk/walked/had walked)
10. If my son here, I would be very happy. (is/was/were)
11. Unless you invite her, she.....come. (would/ wouldn't/ won't)
12. She laughs at you if you.....angry. (got/ would get/ get)
13. They can't pass exam unless they.....hard.(study/studied/ would study)
14. If I were you, I.....to hospital. (go/ would go/ would have gone)
15. If they eat less food, they.....their weight. (lose/will lose/would lose)

d) Further Practice

For further practice, you need to consult self learning material which you can download from the website *www.nced.gov.np*. Moreover, you can collect different sets of SLC questions and practice. If you are unable to find correct answer, consult your tutor. You can also look at page numbers 39,41,47,49 and 50 of Grade ten English book.

Lesson Seven: Causative verbs**Introduction**

Sometimes the subject of the sentence does not do the work. It causes the agent (the real doer) to do it. When we get/compel other people to do our things, we need to use causative verbs. There are three common causative verbs which are get, have and make.

Forms of three causative verbs:

Present For I, you, they(V ¹)	Present For he, she, it(V ^S)	Past form(V ²)	Past Participle Form(V ³)	Present participle (-ing)form
get	gets	got	got	getting
have	has	had	had	having
make	makes	made	made	making

Let's learn about the use of causative verbs from the following activities:

Activity 1

a) Rashila's mother was busy at home yesterday. She told Rashila to wash the clothes and she did it.

This means: Rashila's mother **got** her **to wash** the clothes.

Or Rashila's mother **had** her **wash** the clothes.

Here , **Rashila's mother** is the 'subject.'

her is the '**agent**' and after this, **to+ V¹** is used in case of **Get** and **V¹** is used in case of **Have**

Now we need to know: **Sub + Get + Agent + to + V₁.....**

Sub + Have + Agent + V₁.....

b) As Gopal's father was busy at home, he requested someone to paint his house and the person did it.

This means: Gopal's father got his house painted.

Gopal's father had his house painted.

Here, **Gopal's father** is the 'subject' and **his house** is the **object**. It means both sentences have no 'agent'. Therefore, **v³** is used in both the sentences with 'get' and 'have'.

Now we need to know: **Sub + get + object + V₃**

Sub + had + object + V₃

Activity 2

a) My mobile phone did not work well, so I requested Mr Thakur to repair it and he did it.

This means : I had Mr Thakur repair my mobile phone.

Here,

I = subject

Mr Thakur= Agent(so after Agent , V¹ is used)

Now we need to know: **Sub + Have + Agent + V¹**

b) When my hair is too long, I request someone to cut my hair and he does it.

This means: I have my hair cut.

Here,

I= subject

my hair = object (so after this V³ is used)

Now we need to know: **Sub + Have + No Agent + V³**

Activity 3

a) Because of the heavy rain, we had to stay at home yesterday.

This means: The heavy rain made us stay at home yesterday.

Here,

The heavy rain= Subject

Us= agent (so after this, V¹ is used)

b) We were in the classroom. Our teacher came in and told us to do class work

This means : We were made to do the class work.

Here,

we= subject

were made= be made (so after this, **to+ V¹** is used)

Structures with causative verbs are:

a) Sub + get + agent + to v¹

b) Sub + get + object + v³

c) Sub + have + agent + v¹

d) Sub + have + object + v³

- e) Sub + make + agent + v¹
- f) Sub + was/were made + to v¹

Examples:

- i) He got his friend (sing/to sing/sung) a song.

Ans: He got his friend to sing a song.

- ii) The teacher made the students (draw/to draw/drawn) a picture.

Ans: The teacher made the students draw a picture.

- iii) My brother had me (play, to play, played) football.

Ans: My brother had me play football.

- iv) She has my shirt (wash, to wash, washed).

Ans: She has my shirt washed.

- v) My friends made me (go, to go, gone) to temple.

Ans: My friends made me go to the temple.

Exercise 1

Choose the correct answer from the brackets

1. The teacher made the students down the notes. (write/to write/written)
2. My father got methe field. (dig/to dig/ dug)
3. Sheto wash all the clothes. (made/makes/was made)
4. She alwaysher friends to tell a story. (gets/has/makes)
5. When I saw a tiger, I ran away. The tiger made meaway. (run/ran/to run)
6. I had the workersthe load.(carry/to carry/carried)
7. She didn't get her watchyesterday.(mend/mended/to mend)
8. I made the touristsin our lodge.(live/lived/to live)
9. She never gets anyoneher room.(paint/painted/to paint)

Exercise 2

Supply the correct forms of the verbs in bracket

1. The teacher made us (speak) English in the class.
2. They always have the workers (dig) the field.
3. She never gets anyone (wash) her clothes.
4. My friend (get) someone to paint his house tomorrow.
5. Don not make anyone (tell) the lies.
6. The manager got the assistant (prepare) a report.

7. We are getting our cell phones (repair) soon.
8. He did not have his head (shave) in spite of his father's death.
9. Nobody made me (do) anything.
10. The policeman made the thief (tell) the truth.

Lesson Eight : Concord (Subject verb agreement)

Introduction

This chapter focuses on writing correct sentences with correct subject verb agreement. It gives you general ideas about auxiliary verbs, action /main verbs, singular/ plural verbs, present/past/future verbs, singular/ plural subjects and personal pronouns. Let's learn from the following activities:

What you need to know

Activity 1

A] Priyanka is a student of class 10. I am glad to see her. We are intimate friends. She was at home, yesterday. We were discussing about the importance of education. We do not go to market every day. She does not complete her homework very neatly. I did not learn anything yesterday. She has completed the course. I have finished my job. I had seen her before. I hope she will get success in her life. I would like to live in the village. We shall play language games together. We should learn many things and work hard for success. She can speak English now, but she could speak only Nepali some years ago. She may pass the exam with a distinction. Her teachers might admire her. We must utilize our time. We ought to go to library at free time. We did not use to go to library. We need not go to school on Saturday. She dares to read a novel on holiday.

- In the above paragraph 24 auxiliary verbs have been used.
- These verbs are also called helping verbs.
- Auxiliary verbs can be divided into four parts as follows:
 - i) Be verbs : is, am, are, was were
 - ii) Do verbs: do, does, did
 - iii) Have verbs: has, have, had.
 - iv) Modal verbs: will, would, shall, should, can, could, may, might, must, ought to, used to, need, dare

B] Let's read the following sentences:

- We speak English every day.
- We spoke English yesterday.
- We are speaking English now.
- We have spoken English today.
- She speaks English every day.
- They make a mistake every day.
- They made a mistake last week.
- They have already made a mistake.
- They are making a mistake at present.
- He always makes a mistake.
- In the above sentences, two main verbs (action verbs) have been used. They are **speak** and **make** .
- A main verb has five forms: some examples are as follows:

V ₁ Present Plural	V ₂ Past	V ₃ Past Participle	V ₄ ing-form (Present participle)	V ₅ Present singular
bring	brought	brought	bringing	brings
build	built	built	building	builds
buy	bought	bought	buying	buys
clean	cleaned	cleaned	cleaning	cleans
cut	cut	cut	cutting	cuts
do	did	done	doing	does
drive	drove	driven	driving	drives
eat	ate	eaten	eating	eats
feel	felt	felt	feeling	feels
give	gave	given	giving	gives
have	had	had	having	has
hit	hit	hit	hitting	hits
keep	kept	kept	keeping	keeps
leave	left	left	leaving	leaves
make	made	made	making	makes
read	read	read	reading	reads
run	ran	run	running	runs
see	saw	seen	seeing	sees
sell	sold	sold	selling	sells
send	sent	sent	sending	sends
set	set	set	setting	sets
shut	shut	shut	shutting	shuts
sing	sang	sung	singing	sings
sit	sat	sat	sitting	sits

V ₁	V ₂	V ₃	V ₄	V ₅
Present Plural	Past	Past Participle	ing-form (Present participle)	Present singular
speak	spoke	spoken	speaking	speaks
teach	taught	taught	teaching	teaches
tear	tore	torn	tearing	tears
tell	told	told	telling	tells
walk	walked	walked	walking	walks
write	wrote	written	writing	writes

C) Let's read the following sentences:

i)	He <u>is</u> happy every day.
	He <u>was</u> happy yesterday.
	He <u>will be</u> happy tomorrow.
ii)	She <u>has</u> a party today.
	She <u>had</u> a party yesterday.
	She <u>will have</u> a party tomorrow.
iii)	I <u>do</u> my homework every day.
	I <u>did</u> my homework yesterday.
	I <u>will do</u> my homework tomorrow.
iv)	We <u>drink</u> water every day.
	We <u>drank</u> water yesterday.
	We <u>will drink</u> water tomorrow.
v)	He <u>can</u> sing a song now.
	He <u>could</u> sing a song yesterday.
	He <u>will be</u> able to sing a song tomorrow

- In the above sentences verbs for present, past and future have been used.
- Present verbs, past verbs and future verbs are as follows

Present verbs	Past Verbs	Future Verbs
is/ am/ are	was / were	will / shall + be
has / have	had	will / shall + have
do / does	did	will / shall + do
V ₁ / V ₅	V ₂	will / shall + V ₁
Can + V ₁	→ Could + V ₁ → Was / were / able to + V ₁	will be able to + V ₁

D) Some general structures/hints for correctness of sentences:

- is / am / are + V (ing) (In Active)
- is / am / are + V₃ (In Passive)
- was / were + V (ing) (In Active)
- was / were + V₃ (in Passive)

v) do / does + not + V₁

vi) did not + V₁

vii) has / have / had + V₃

viii) will / would / shall / should / can / could / may / might + V₁

ix) Prepositions (in/on/at/for.....) + V(ing)

x) has to/have to/had to + V₁

Examples:

- i. He is writing a book.
- ii. She was telling a story.
- iii. He does not buy a pen.
- iv. He has eaten some food.
- v. A bag is bought by her.
- vi. A house was made last year.
- vii. I did not see him.
- viii. He will eat an apple.
- ix. She is fond of playing tennis.
- x. We have to perform our duties properly.

Activity 2

A) Let's read the following sentences:

<u>She is</u> happy.	<u>They are</u> happy.
<u>A book was</u> bought.	<u>Two books were</u> bought.
<u>Anita does</u> not play football.	<u>The girls do</u> not play football.
<u>Anil has</u> a party	<u>The boys have</u> a party.
<u>The cow makes</u> a noise.	<u>The cows make</u> a noise.

- In the above sentences, singular verbs (is, was, does, has, v₅) have been used.
- Singular verbs are used with singular subjects and plural verbs(are, were, do, have, v₁) are used with plural subjects.
- Singular verbs and plural verbs are as follows:

Singular verbs	Plural Verbs
is	are
was	were
does	do
has	have
<u>V₅</u> (eats)	<u>V₁</u> (eat)

B) The following verbs are used with both singular and plural subjects.→ did, had, V₂, will, would, should, can, could, may, and might

Eg: I did my homework.	<u>You had</u> a party.
<u>They did</u> it.	<u>She had</u> a party.
<u>He did</u> it.	<u>They had</u> a party.

Activity 3**A) Let's read the following sentences:**

I study English	<u>We</u> study English.
John helps <u>me</u> .	John helps <u>us</u> .
This is <u>my</u> bag.	This is <u>our</u> school.
This bag is <u>mine</u> .	This school is <u>ours</u> .
I do this work <u>myself</u> .	We do this work <u>ourselves</u> .

- In the above sentences five forms of pronoun 'I' and 'We' have been used.
- The pronouns have been used as follows:
 - I, we :as subject
 - Me, us :as object
 - My, our :as possessive(Adjectives followed by nouns)
 - Mine, ours : as possessive(Pronouns not followed by nouns)
 - Self forms when the work done reflects to the subjects.
- Similarly the forms of other pronouns are as follows:

	Subject	Object	Possessive		Self form
			Adj.	Pron.	
1 st Person	I	me	my	mine	myself
	we	us	our	ours	ourselves
2 nd Person	you	you	your	yours	yourself/ves
3 rd Person	he	him	his	his	himself
	she	her	her	hers	herself
	it	it	its	Its*	itself
	they	them	their	theirs	themselves.

the possessive pronoun of 'it' its is not generally possible.

B] Some examples of Singular Subjects are as follows: Examples

- | | | |
|-----------------------|------------------------|------------------------------|
| • He /She | • Politics / The news | • The number of boys |
| • /It/This/That | • One of them | • Social studies |
| • Rita | • Something | • The biggest of the houses. |
| • Somebody | • Nothing | • The tallest of the girls |
| • Nobody | • Everything | • Honesty |
| • Everybody | • he or she | • The water in the pots |
| • Someone | • Rita or Sita | • A lot of +uncountable noun |
| • None | • Each of them | • A set of pens |
| • Everyone | • Each of the boys | • A flock of sheep |
| • Slow and steady | • Every boy and girl | • A crowd of students |
| • Either they or he | • The poet and writer | • A series of events |
| • Neither they nor he | • Rice and curry | • A group of people |
| • Either of them | • A horse and carriage | |
| • Neither of them | • Time and tide | |
| • The cat | • Five kilometres | |
| • The man / the woman | • Smoking | |
| • The child | • What she says | |
| • Ten kilos of rice | • A pair of trousers | • News |
| • The rice | • The poor boy | |
| • He as well as they | • The rich man | |

Examples:

- i. One of them (is / am / are) going to the town
→ One of them is going to the town.
- ii. Each boy and girl (has/ have) come to school
→ Each boy and girl has come to school.
- iii. Somebody (was / were) cutting down a tree
→ Somebody was cutting down a tree.
- iv. Social studies (is / am / are) an interesting subject
→ Social studies is an interesting subject.

C) Some examples of Plural subjects are as follows.

- You / we / they
- those / these
- Boys / girls / children / men / people
- Cats / mice / deer / sheep, deer* / birds

- He and she / you and I / Ram and Sita
- The poor / the rich / the strong
- Police / countrymen / many things
- A number of students / A gang of thieves
- Some of the boys
- The books on the table
- Nepal and India
- Both of them
- All the books
- The viewers / scissors / shoes
- They as well as he
- The writer and the poet
- Either he or they

**sheep and deer can be both singular as well as plural depending on the number referred to.*

Examples:

- i) The writer and the poet (has /have / are) come to the program
 - The writer and the poet have come to the program.
- ii) Many people (visit / visits / visiting) the temple.
 - Many people visit the temple.

Exercise 1

Choose the correct word from the brackets:

1. Scissors used for cutting clothes. (are/is/am)
2. There are two policemen us. (follow/following/follows)
3. Most of the students..... pictures beautifully. (draw/ draws/drawing)
4. Whisky and soda..... drinks. (was/were/are)
5. All my furniture new. (was/were/ are)
6. Everybody.....appreciated you. (*has* / have/ are)
7. Mohan and Iflying to London.(is/am/are)
8. The actor and producer..... coming to attend the party.(is/am/are)
9. Bread and jam my favorite food. (is/am/are)
10. Each child and parentattended our school day program.
(has/have/are)
11. I will clean my room.....(itself/himself/myself)
12. I told Sajanee to clean the room(myself/itself/herself)

13. Boys complete this task(themselves/yourself/yourselves)
14. There.....many beautiful cottages in the village.(was/were/is)
15. Neither the man nor his sonswounded.(was/were/are)

Exercise 2

Choose the correct words from the brackets:

1. The classmates who taken part in the match always utilize the time. (has/have/are)
2. I did not he was so weak. (realize/realized/realizing)
3. A number of birds been killed. (has/ have/ is)
4. What he says is not true. (is/are/am)
5. Ten kilometer a short distance. (is /are /am)
6. A crowd of students waiting outside. (is/am/are)
7. The poet and philosopher working hard. (is/am/are)
8. He and she have a strange animal. (see/seen/saw)
9. The strangers will assist us (himself/themselves/ourselves)
10. Today's newsvery interesting.(is/am/are)
11. A number of foolstalking outside.(is/am/are)
12. The quality of our productsvery high.(is/am/are)
13. The teacher as well as his students.....going to the temple.(is/am/are)
14. Politics in our countryupset many people. (has/have/are).
15. This mobile is his. I saw buy it. (him/her/you)
- 16.

Lesson Nine : Reported Speech

Introduction:

We use reported speech when we are saying what other people say, think or believe. It is used to repeat what someone had previously said. The two ways of narrating are:

- (1). Direct Speech
- (2). Indirect Speech

1. The sentences in the Direct Speech have two parts. One is separated with comma (,) and the other one is enclosed with the inverted comma (“...”)

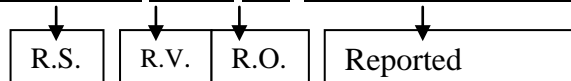
e.g. He said, "I love my nation." Direct (the 1st part separated with the comma is called the Reporting part or verb and the 2nd part is known as the Reported speech.

It has 3 parts :

- i. Reporting subject (R.S.)
- ii. Reported verb (R.V.)
- iii. Reporting Object (R.O.)

e.g.

The teacher said to me "The sun rises in the east."



2. The 1st person (I, We) and the 2nd person (You) can be changed according to the subject of Reporting verb (R.V.) but the 3rd person (He /She/It, They) remain unchanged.
3. When the 1st person plural "we" refers to the entire human beings, "we" is not changed.

e.g

The teacher said "**We are mortal.**" (Direct)

The teacher said that **we are mortal.** (Indirect)

4. Universal truth and proverbs retain the same tense even in the reported version.

e.g.

The teacher said "Ice is cold." (Direct)

The teacher said that ice is cold. (Indirect)

5. Use conjunction '**that**' (Conjunction is optional; not compulsory)
6. Before changing into Indirect, identify Reporting verb and speech clause or (RV) first.

e.g., The teacher said, "I read a newspaper every day."

In this sentence, the teacher said- 'said' is R.V. and "I read a newspaper every day." Is speech clause or R.S.

7. Change of certain Adverbials

Direct Indirect

Today → that day

Tomorrow → The following day/the next day

8. When the reporting verb (e.g., say, will say) is in the Present or in the future, (there is no change in the tense of the verb)

e.g, He says, "I am in Grade 10."

R.V. R.S.

(Present) (present)

→ He says that he is in Grade 10.

9. Different types of Reported speech.

- i. Statement
- ii. Imperative sentence
- iii. Question (Yes/No, Wh)
- iv. Exclamatory
- v. Optative sentence
- vi. Congratulation, Greetings and Thank.

* If Reporting verb is in the past tense, the tense of the reported speech or Indirect speech must be generally changed into corresponding past tense.

Activity one:

1. Statement or Assertive sentence (".....") format.

Rules:

- i. Remove the quotation marks, in the statement
- ii. Use the conjunction 'that'.
- iii. Change the reporting verb say to → tell, said to → told

e.g.,

1. Albright said, "I will work hard to get first class. (Direct)

Albright said he would work hard to get first class. (Indirect)

Activity Two:

2. Imperative Sentence (order or command or request), which begins with infinitive verb (V₁+.....):

Rules:

- i) Remove the quotation marks in (".....") in this sentence.
- ii) Use to if it is positive statement
- iii) Use not to, if the sentence is negative. (without don't)
- iv) Use only to instead of not to if the reporting verb is prohibited or forbade (for a prohibition order)

- v) Omit the word 'please', use 'requested') instead of 'said' use suggested/advised, asked)
- vi) The rest of the rules of changing person and adverbs are the same as in the case of the assertive sentences.
e.g., "Don't talk in the class." said the teacher to the students. (Direct)
The teacher advised the students not to talk in the class.

Or

The teacher prohibited the students to talk in the class.

- ii) Nitu said to Anurag, "Bring me a cup of tea." (Direct)

Nitu asked/requested Anurag to bring her a cup of tea. (Indirect)

Activity Three

Interrogative sentences (Questions):

Or Yes/No questions / or wh-questions in Reported Speech

Rules:

- i) Remove the quotation (".....") and question mark (?) in these model.
- ii) Use 'if' or 'whether' if the question begins with a helping or auxiliary verb ('Whether' is more usual for choice or question)
- iii) The question form (Auxiliary+ Sub.+ verb+ Obj. /Does Ram speak English ?) is always changed into Assertive form(Sub.+ verb+.....) and the sentence ends with the full-stop.
- iv) Do not use 'if' or 'whether' if the question is one of the WH questions.
- v) Change the reporting verb (say, said) into 'ask/asked'.
- vi) The rest of the rules of changing persons, tenses and adverbs in the reported speech are the same.
e.g., a) Ram said to Sita, "Do you love me?" (Direct)
- Ram asked Sita if she loved him.
b) The teacher said to Ram, "Why didn't you attend the class yesterday?"
- The teacher asked Ram why he hadn't attended the class the day before.

Activity – Four

Exclamatory Sentence

Rules:

- i. Change the exclamatory sentence into Assertive or statement.
(".....")
- ii. Remove the inverted comma/quotation and exclamatory marks (!)
- iii. Use the conjunction 'that'
- iv. Omit the interjections like Hurrah! Oh!, Alas! How! What! (Hurrah expresses Joy; Alas! expresses sorrow/grief; what!, oh!, How! Expresses surprise).
- v. Add the word 'very' to the adjective or adverb if necessary.
- vi. If the verb is not given, use 'Be' verb. (is/am/are/was/were) in its correct tense according to the subject.
- vii. Change the reporting verb (say, said) to exclaim/exclaimed joyfully, etc.
- viii. Use 'exclaim' sorrowfully for sorrowful ideas.
e.g. a) She said, "What a beautiful sight!"
→ She exclaimed joyfully that it was a very beautiful sight.
b) He said, "Alas! I have broken my watch."
→ He exclaimed sorrowfully that he had broken his watch.

Activity Five

Optative Sentence in Reported speech

Rules:

- i. Omit comma and inverted comma.
 - ii. Change the sentence into Assertive sentence.
 - iii. Change the person/tense/adverbs as in the assertive sentence.
 - iv. Use reporting verb like- bless/curse /wish /pray, etc.
 - v. Use conjunction 'that' or 'to'
- e.g.,
- i. The poor woman said, "Almighty! Save my child." (Direct)
→ The poor woman prayed Almighty to save her child.
 - ii) Ram said to Rita, "Have a good day."
→ Ram wished Rita to have a good day.
 - iii) My father said, "Be a doctor, my son."
→ My father blessed me to be a doctor.

Points to Remember:-1

Study following person chart:

Person	Sub. Pronoun	Obj. Pronoun	Possessive		Reflexive Pronoun
			Adjective	Pronoun	
1 st Person	I We	Me Us	My Our	Mine Ours	Myself Ourselves
2 nd Person	You	You	Your	Yours	Yourself/ Yourselves
3 rd Person	He She It They	Him Her It Them	His Her Its Their	His Hers - Theirs	Himself Herself Itself themselves

Points to Remember -2

Certain Adverbials are changed in the speech as below:

Direct	→ Indirect	Direct	→ Indirect
This	→ That	Today	→ That day
These	→ Those	Tomorrow	→ The next day/the following day
Here	→ There	Yesterday	→ The day before
Ago	→ Before	Tonight	→ That night
Hence	→ Thence	Next week/Next Month	→ The following week/month...
Thus	→ So	The day before yesterday	→ Two days before
		The day after tomorrow	→ In two days' time

Points to Remember -3**THE CHANGE OF TENSES:**

We need to change the tense if the reporting verb is in the past tense. The tense of the reported speech changes into corresponding past tense as follows:

Direct speech	Indirect speech
<i>Simple present</i> "I prefer coffee to tea.", she said.	<i>Simple past</i> She said that she preferred coffee to tea.
<i>Present continuous</i> I said to her, "You <u>are</u> doing well."	<i>Past continuous</i> I told her that she <u>was</u> doing well.
<i>Present perfect</i> Krishna said to me, "I <u>have</u> made a plan."	<i>Past perfect</i> Krishna told me that he <u>had</u> made a plan.
<i>Present perfect continuous</i> Sudha said to us, "I <u>have</u> been waiting for you."	<i>Past perfect continuous</i> Sudha told us that she <u>had</u> been waiting for us.

<i>Simple past</i> Raju said to me, "I <u>didn't like</u> her."	<i>Past perfect</i> Raju told me that he <u>hadn't liked</u> her.
<i>Past continuous</i> My father told me, ' I <u>was</u> doing my best."	<i>Past perfect continuous</i> My father told me that he <u>had been</u> doing his best.
<i>Past perfect</i> She said to him, "I had prepared food." <i>Past perfect continuous</i> She said to him, "I had been preparing food."	No change in tense She told him that she had prepared food. No change in tense. She told him that she had been preparing food.
<i>All future</i> We said to her, "We will help you." My sister said to me, "I will have returned by 8." Sonu said to him, "I would finish it."	<i>Conditional</i> We told her we would help her. My sister told me that she would have returned by 8. Sonu told him that she would finish it.

Practice Yourself

Rewrite the following sentence selecting the correct words from the brackets.

- i. He said, "I love my motherland." Its indirect speech is:
He said that..... . (he loved his country, I loved my country, he loves his country.)
- ii. People say, "It will rain tomorrow." People say that (it will rain the following day, it will rain the following day, it will rain tomorrow.)
- iii. The teacher said that water..... at zero degree. (freezes, froze, freeze)
- iv. Girls will say, "We are very late." Girls will say thatvery late. (they were/ they are/ we were)
- v. Hari said, "She is quite charming but hasn't much sense." Hari said that (she is/ she was/ he was) quite charming but (hasn't/ hadn't /wasn't) much sense.
- vi. Anurag said to Nitu, "Lend me your pen, please." Anurag requested Nitu (lend him her pen, to lend him her pen, that she lends him her pen)
- vii. The parents forbade him (not to be idle, to be idle/not idle)
- viii. The teacher said, "Don't cheat when you are taking an exam." The teacher advised them (not to cheat when they are taking an exam, to

cheat when they were taking an exam / not to cheat when they were talking an exam.)

- ix. The teacher asked the students (open their books/ opened their books/to open their books)
- x. “Let’s go to picnic”, said my friend. Its indirect speech is: My friend..... . (told to go to picnic, my friend said to go to picnic, my friend suggested going to picnic)
- xi. He said to Sophie, “Are you from England?” The reported speech is: He asked Sophie if/whether From England. (she is, she was, was she)
- xii. I said to my brother, “Don’t waste your time.” Its indirect speech is: I advised my brother (don’t waste your time, to waste your time, not to waste his time)
- xiii. He said to me, “.....?” (If I like reading English book; Do you like reading English book, What I liked reading English book)
- xiv. She said, “..... .” (Study hard/ To study had, Not to study hard)
- xv. She requested him (tease her, not to tease her, don’t tease her)
- xvi. ‘What do you want to do?’ asked Ram, Ram asked her (what she wants to do, what you wanted to do/ what she wanted to do)
- xvii. He asked me (what is your name, what my name is, what my name was)
- xviii. She said, “Which book is mine?” Its reported speech is: She asked which book..... . (her was/ was hers/her is)

Lesson Ten : Voice

Introduction:

Voice shows the relationship between the verbs and the noun phrases connected to it. Two special forms are used for verbs which are called voices. They are:

- i. Active Voice
- ii. Passive Voice

Active voice is 'normal voice.' Mostly we use active voice when we give emphasis on the 'doer' rather than the 'action done' . In active voice, the action of the verb is received by the object.

eg:

Active: **Sub.** + verb + *obj.*

eg: **The cats** eat *the fish.*

Whereas

In passive voice, the action of the verb is received by the subject. We often use passive verb forms, when we say what happens to people and things - what is done to them. Passive voice: sub (obj. in the active voice) + be verb + v^3 + by (object sub. of active form)

Be verb (is, am, are)

eg: The fish is eaten by the cats.

Note: (Active voice is used to say what the subject does whereas Passive Voice is used to say what happens to the subject)

Simply, when the doer comes before the verb, it is the active voice and when the object comes before the verb, it is passive voice.

What you need to know:

- 1) All tenses, except Present Perfect Continuous, Past Perfect Continuous, Future Continuous and Future Continuous, can be in the passive voice.
- 2) The passive verb form is (be) + the past participle (v^3). 'Be' verb and modal auxiliary verb can be used according to the tenses.
- 3) Various models or structures can be used while changing the voice of the given sentences.

e.g.

i) Wh-questions

ii) Statements

iii) Yes/No-questions

iv) Imperative sentences

v) Passive of modal auxiliary

vi) Passive of verb + preposition

vii) Passive of gerund (v-ing)

viii) It + be-verb + v^3 (p.p)

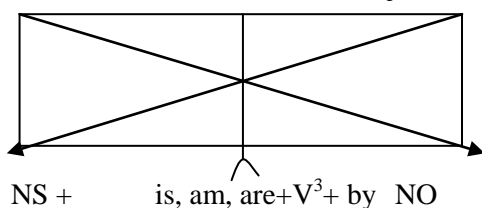
Activity: 1

Passive voice of Present Tense in statement form and its structure:

Active voice:

Anurag speaks English

Sub. + V_1/V_5 obj.



Note:

NS: New subject

NO: New object

Singular Subject He she It I	Plural Sub. We You They
--	----------------------------------

Note: He, She, It +is
I → am
You/They → are

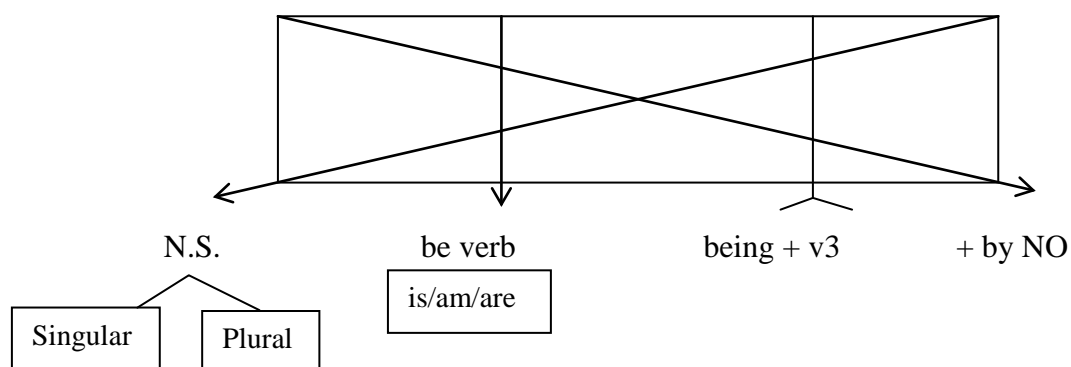
Passive voice: English is spoken by Anurag.

Activity - 2

ii) Passive of Present Continuous in Statement form:

Active voice:

Anurag is Speaking English.
Structure: sub. + be verb (is/am/are) + v+ing + obj.

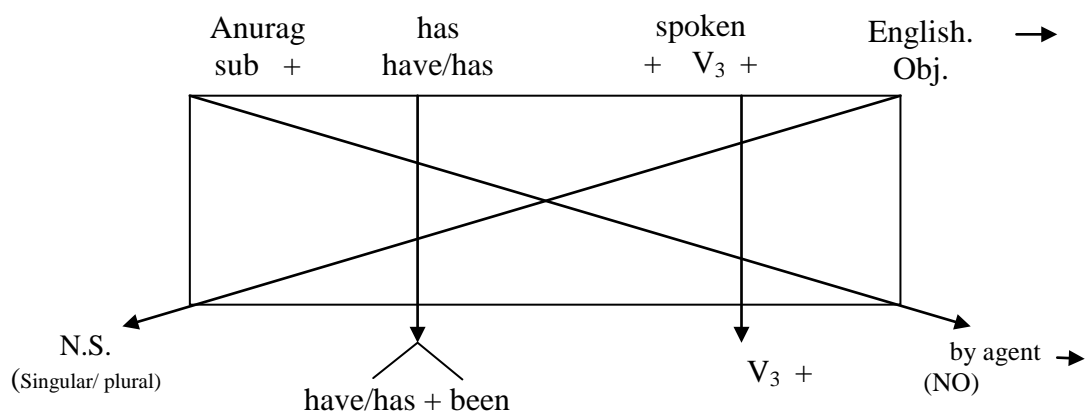


Passive voice: English is being spoken by Anurag.

Activity - 3

iii) Passive of present perfect:

Active voice:



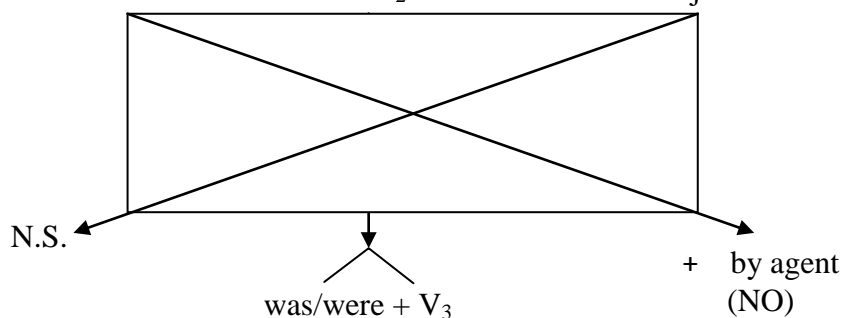
Passive voice:

English has been spoken by Anurag.

Note: No passive voice of present perfect continuous tense.

Past Tense

(Active voice) Anurag Spoke English
 Sub. + V₂ + Obj.



Passive voice:

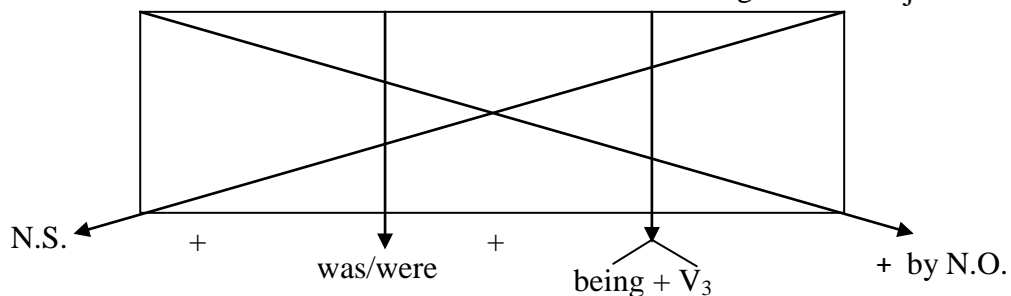
English was spoken by Anurag.

Activity - 5

Past continuous

Active voice:

Anurag was Speaking English.
 Sub. + was/were + V₁ -ing + Obj.



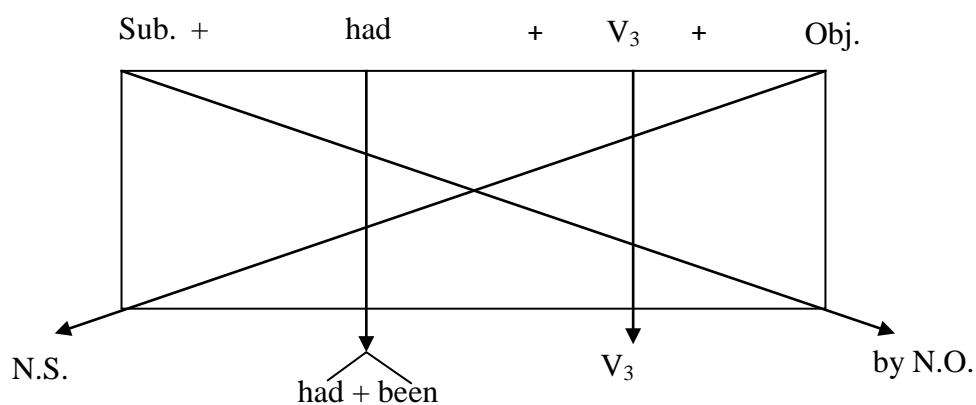
Passive voice:

English was was being spoken by Anurag.

Activity - 6

Past Perfect

Active voice: Anurag had spoken English.



Passive voice:

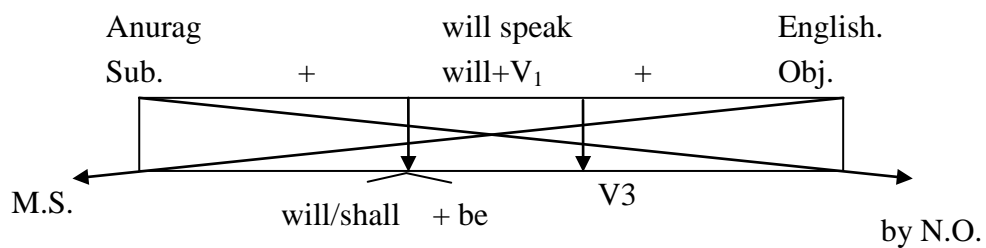
English had been spoken by Anurag.

Note: No passive voice of past perfect continuous tense.

Activity - 7

Future Perfect

Active voice:



Passive voice:

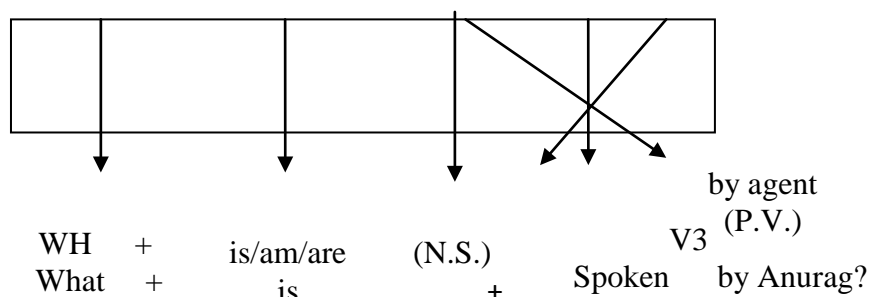
English will be spoken by Anurag.

Note: No passive voice of future continuous tense.

Activity - 10

WH + questions (What/Where/When/How, etc.)

Structure: What + does + Anurag + Speak?
 WH question do/does + sub + V₁/V₅ ?



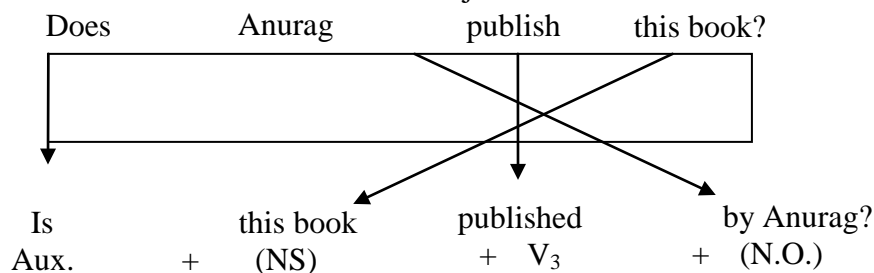
Activity - 11

Passive of 'Yes/No' question with 'do' verbs.

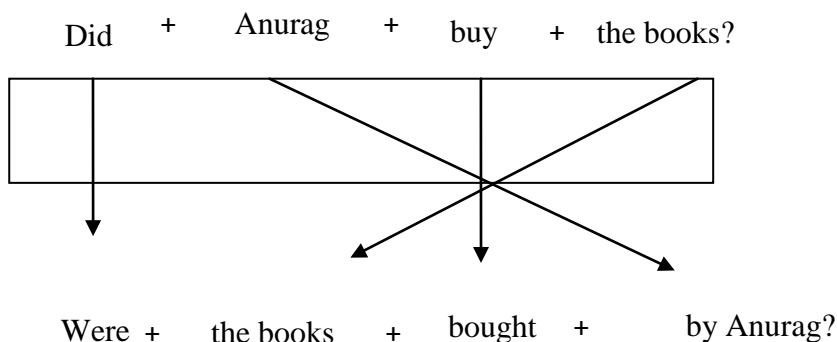
Active : Do/Does/did + sub + V₁ + obj.?

Passive : Is/Am/Are/Was/ Were +N.S. + V₃(p.p.)+N.O.(by agent?)

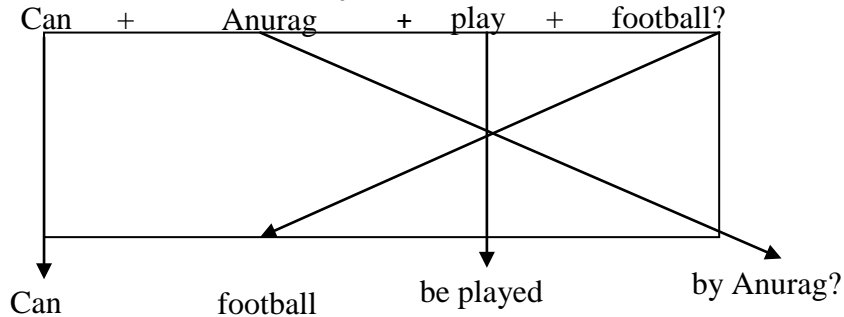
Structure 1 : Do/Does + sub + V₁ + obj.?



Structure 2 : Did + sub + V₁ + obj.?



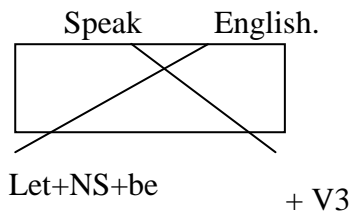
Structure 3 : Can + Sub + V1 + obj.



Activity - 12

Passive voice of 'Imperative' sentence.

- i) Main verb (V₁) + obj.



Passive: Let English be spoken.

- ii) Let me speak English.

Let + obj. (1) + V₁ + Obj. (2)

Passive: Let English be spoken to me

Let + obj. (2) + V₃ + to+ (obj.1)

- iii) Don't + V1 + obj.

Don't make a noise.

Let not a noise be made.

(Let not + NS + be + V₃ +)

- i) When the subject/doer in the active sentence (voice) is not identified/clear, by + agent is not normally needed in the passive sentence.
- ii) You, We, They, Someone, Somebody, No one, Nobody, Everyone, Everybody, People, citizens and unclear subjects/doers do not take "by+agent".

Activity: 14

- d) Subjective Pronouns can be changed into objective pronouns.

Subject pronoun**Object pronoun**

I	→ me
We	→ us
You	→ you
He	→ him
She	→ her
It	→ it
They	→ them

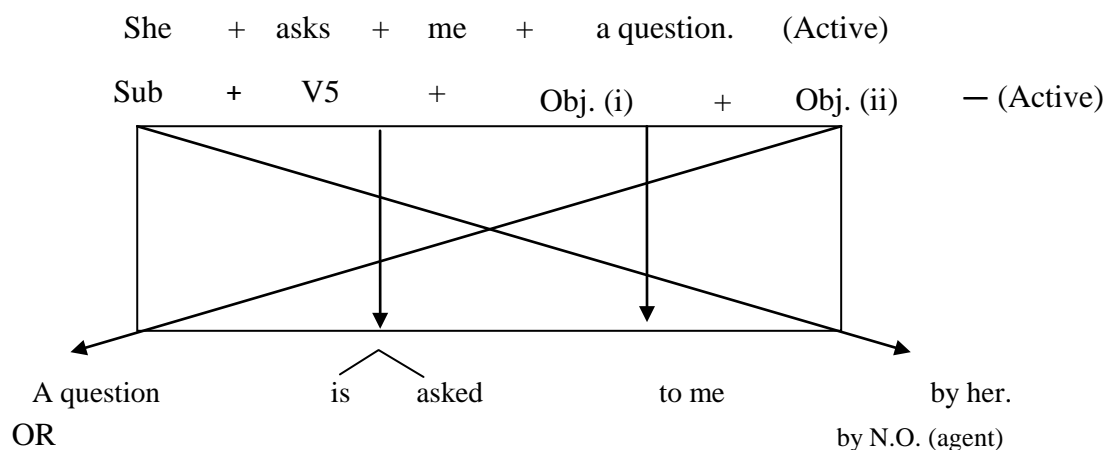
Activity: 15

- e) Active of modal auxiliaries (will/would/shall/should/can/could/may/might/must/ought to + v¹) can be changed into passive of modal auxiliary verbs. (would/should.....+ be + v³)

eg: Ram will sing a song.
A song will be sung by Ram.

Activity: 16

- ii) If we have two objects or retained object in the active voice, we may change in this way:

**Activity:17**

- iii) Passive of (Have to + v¹)

i) Active: She has to study reference books.

Passive: Reference books have to be studied by her.

ii) Active: I had to write a letter.

Passive: A letter had to be written by me.

Activity:18

iii) Active of gerund (-ing) can be changed as:

Active: sub + like/dislike/love/hate+ peole+v¹+ing

Passive: sub + like/dislike/love/hate+being+v³.

eg: We love people helping us. (Active)

We love being helped.

(c). Practice Yourself:

- i) Ram speaks English. This is to say, English (was spoken, is spoken, is speaking) by Ram.
- ii) They are writing poem. The passive form of this statement is poems (is being written, are being written, are written)
- iii) Someone has stolen my pen. It means: My pen (have been stolen, had been stolen, has been stolen)
- iv) They promised us higher wages. We (have been promised, are promised, were promised) for higher wages.
- v) She was having coffee. It means: Coffee by her. (was been had, is being had, was being had)
- vi) He had bought nothing. Nothing (was bought, had been bought, were bought)
- vii) I shall do it. The passive voice is: It by me. (will be done, shall be done, will be doing)
- viii) Ram will have passed the SLC exam. It means: The SLC exam by Ram. (will have been passed, will have passed, will have had passed)
- ix) Did Phurba play the violin in the programme? No, he didn't it by Albright, (played, is played, was played)
- x) Does she sing a song? It means: (Is a song sung by her?, Are a song sung her?, Is a song sung by she)
- xi) Did Devkota write Munamadan? The passive form is: (Is, were, was) Munamadan written by Devkota?
- xii) Whom do you ask for help? The passive form of this question is: for help? (whom is asked, who is asked, who are you asked)
- xiii) Who killed the cock? It means:? (who the cock was killed, By whom did the cook killed, who was the cock killed by)

- xiv) Ramu hates people keeping him waiting. It can be also said: He
waiting. (is hated keeping, hates are being kept, hates being kept)
- xv) I don't like stupid questions. (asked, is asked, being asked)
- xvi) Clothes will have been (wash, washing, washed)
- xvii) Let's make a fun. Let (a fun made, a fun be made, a fun be made by us)
- xviii) There is someone walking behind us. I think we (are followed, are
being followed are following)
- xix) Weigh the solid in air. It means: Let the solid (be weighed, be weight,
is weighed)
- xx) Nitu has to teach us. The passive form of this sentence is: "....." (we have to
teach by Nitu, we have to be taught by Nitu, we had to be taught by Nitu)

Change into Active voice:

- i) The knives have been sharpened.
Have they.....?
- ii) Are these girls invited at the feast?"
Do they.....?
- iii) Who can this piece of work done by?
Who can.....?
- iv) How are the tigers kept in the zoo?
How do.....?

Lesson Twelve : Tense

Introduction:

The word 'Tense' is derived from the Latin term 'Tempus' which means Time. Hence the tense is the form taken by the verb to indicate time of action. There are mainly 3 tenses in English:

Present Tense, Past Tense and Future Tense. Each of the tenses is further sub-divided into 4 types. Hence there are totally 12 tenses. In this unit, we will discuss the following points.

What you need to know:

- i) When to use present time, past time and future time (including sub-divided 12 forms of tenses)
- ii) How to use the tenses?
- iii) Basic rules of tense structures, (present, past, future)

Activity-1**1) Simple Present Tense : (Sub.+V¹/V⁵.....)**

Present tense is used to express habitual action. Time adverbials like always, generally, often, occasionally, sometimes, every morning, every day, every week, every month, every year, most of the time, etc. are used to indicate the present time.

Sub. + v¹/v⁵ + Obj. (singular subject singular verb and plural subject plural verb ('I' and 'you' take plural verbs)). Look at the table below:

<i>Singular verb(v⁵)</i>	<i>Plural verb (v¹)</i>
goes	go
eats	eat
carries	carry
plays	play

- ii) (He, She and It take v⁵)
 iii) Uncountable subjects in the sentence take singular verb v⁵
 eg: Water boils at 100 degrees Celsius.

When to use simple present ?

- i) To express general or universal truth.
 - a) There is gravity on Earth.
 - b) The sun rises in the East.
 - c) Blood is red.
- ii) To express the scheduled or time table actions.
 - a) Our class starts at 10 in the morning.
 - b) The first bus leaves at 5:30 in the early morning.
- iii) To express saying and proverbs.
 - a) Slow and steady wins the race.
 - b) Time and tide wait for none.
 - c) Morning shows the days.

2). Present Continuous Tense: (Sub. + is/am/are + v-ing form.....)

This tense is used to express an action going on at the time of speaking. We use special time adverbials, words of attention and imperatives to indicate the continuity of the action. It can be also used for planned actions that occur in the future.

i) The students are sitting now. (time adverbials)

ii) Look ! the bus is coming. (words of attention)

iii) Don't disturb me. I am reading. (imperative)

Time adverbials that can be used in this tense are: now, still, at present, at this moment, etc.

eg: We are learning English at present.

3). Present Perfect: (sub + have/has+v³.....)

(He, she and it take has but I, we, you and they take 'have')

I have got a good story book.

He has bought a new practice book.

This tense is used to express recent/immediate past actions, the past actions with a present effect/result and the actions started in the past and still going on. This can be indicated with the help of time adverbials :

Just, already, recently, lately, yet, never, ever, since + point of time for + period of time

e.g. i) I have just passed the Examination. (immediate past action)

ii) I have not finished the homework yet. (present incomplete action)

iii) He has cut his finger. It is bleeding. (present effect/ result)

iv) I have studied in this school since 2003. (point of time)

v) I have studied in this school for three years. (period of time)

4). Present Perfect Continuous Tense: (Sub. + have/has + been + v-ing)

This tense is used to express the action which began at some time in the past and is still continuing or going on. It can be used with the help of time adverbials like - since+ point of time, for + period of time, all + time and for +period of time+ now.

This tense is more appropriate with the verbs of static(prolonged/ continuous) nature -read, write, learn, teach, stay sleep, wait, work, eat, wash, drink, etc.)

e.g.

i) I have been learning English since I was six.

ii) He has been reading his English book since 11 o'clock.

iii) She has been working in the field for 4 hours.

Note: 'since' can be used with name of the year/ seasons/month/day, etc.

2015, January, Sunday, 1 o'clock, summer, etc.

Activity-Two

1). Simple Past Tense: (Sub. + **v²**.....)

This tense is used for expressing an action that took place at a certain time in the past and the past habitual actions.

The past time adverbials are:

yesterday, last week, last year, days ago, before, in 2014, in 2071 BS, the other day, at last, in the past, in those days, etc.

e.g.

- i) Bimala arrived here yesterday.
- ii) Anu came to me a few seconds ago.
- iii) Gopal used to go to school on foot. (habitual past)

2). Past Continuous Tense: (Sub. + **be verb (was/were)** + **v-ing**)

This tense is used to show the action going on or happening in the past. We can use at this time in the past, or clock time in the past as time adverbials.

Its time can be shown with simple past tenses with 'when' clauses. It can also show the time of another past action with 'while' clauses.

e.g.

- i) She was playing basketball at this time yesterday. (past time adv.)
- ii) They were singing Nepali songs at 8 o'clock yesterday.
- iii) While she was reading her book, the light went out. (two past actions)

Or

When the light went out, she was reading her book.

It is used to denote an action going on at some time in the past. It often occurs with 'all + past + time i.e. all day yesterday, all last night/Sunday/week/month/ year ,etc.

3). Past Perfect Tense: (Sub. + **had** + **v3**.....)

This tense is used to denote an action completed before a certain moment in the past. It also shows the actions in the past that happened earlier than the other past action which is expressed with simple past tense. That is why this tense is often referred as **Before Past**.

Examples:

- i) I met my friend in Pokhara in 2013. I had seen him 2 years before.
(before certain moment in the past)
- ii) Neetu came home after she had left college.
- iii) When the police arrived, the thief had run away. (the thief's running away had happened before the arriving of the police)

4). Past Perfect Continuous: (Sub.+ have/has been +v-ing-----)

This tense is used to express an action that began at a certain point in the past and continued up to the past time. And if there is simple past as the second action, there should be Past Perfect for the first action.

Examples:

- i) She thought that she had seen him.
- ii) Bhim said that he had written the letter. (simple past + past perfect)
- iii) We were playing tennis when it rained. (past continuous + simple past)
- iv) When the driver braked, the bus stopped. (past + past one causing the other action)
- v) After Angrita had finished his homework, he went to school. (one after the other)

Activity - Three

1). Simple Future Tense:(Sub. + shall/will + v¹)

This tense is used for an action that has still to take place. It often occurs with adverbs like: soon, tomorrow, tonight, shortly, next + time (day/week/month/years ,etc.). It is also used after 'I think', 'I hope', 'I expect', 'I believe, etc. In addition, If the time clause is in simple present, we use simple future in the main part.

- i) I shall go home soon. (an action that has still to take place)
- ii) If you work hard, you'll pass the exam. (If-clause + future)
- iii) I think I will pass the SLC (simple future after I think)
- iv) As soon as it stops raining, I shall go home on foot.(present with time clauses)

2). Future Continuous Tense: (Sub. +will/shall be+ v-ing.....)

This tense is used for long term possible activities and ongoing activities at certain point of time, future arrangement of programmes or events.

Examples:

- a) We'll be writing a new story next day. (long-tem possible activities)

- b) We will be visiting new places next year.
- c) Shall we be playing football at 5 tomorrow? (ongoing activates in future)

3). Future Perfect: (Sub. + shall/will have + v³ +)

This tense is used to denote the completion of an action by a certain future time. In other words, it refers to the action that will probably be over/by/before the particular point of time in future. It often occurs with (before + future time, tomorrow, next week or by the end of this month/year/day/2016) or time clause.

e.g.

- i) I will have finished my lesson by next week. (the completion of an action by a certain future time)
- ii) By next year, I shall have passed my exam.
- iii) Gauri will have passed the SLC exam by 2016. (before the particular point of time in future)

4). Future Perfect Continuous Tenses: (sub + shall/will have + been + v-ing...)

This tense is used to express ongoing activities lasting through the present into future. In other words, it refers an action represented as being in progress over a period of time that will end in the future. It often occurs with 'By/Before/in + future time and for + period of time

e.g.

- i) I shall have been studying here for 10 years by next January.
- ii) In two weeks, I will have been working for five years.
- iii) By 2016 A.D. I shall have been learning English there for 17 years.

5). Going to + Future

Structure: sub + be verb (is/am are) + going to + v¹ /infinite form for future plans: Going to + future is used to express intentions, to do something in future and it also expresses some natural/accidental event that are certain to happen in the near future.

e.g.

- i) Durga is going to establish a school next year. It is her intention.
- ii) Sandhya has decided to get married. She is going to marry a handsome boy. (future plans after decision)
- iii) The sky is overcast. It is going to rain soon. (inevitable incident)

Practice yourself:

(All questions are taken from the SLC papers)

Choose and copy the best alternatives:

- 1) We generally to school in the morning. (went, go, have gone)
- 2) Don't cross the road. The bus (come, is coming, will come)
- 3) Krishna yet. (hasn't arrived, didn't arrive, won't arrive)
- 4) They home by tomorrow. (will go, are going, will have gone)
- 5) Pramod his house. It looks nice. (is painting, had painted, has painted)
- 6) It night, we must leave. (had been, has been, was being)
- 7) Pramita as daily in the past, (helped, helps, will help)
- 8) Take the umbrella. Itoutside. (is raining, rains, raining)
- 9) Vijayeta and Nayan love travelling. They India next month when the SLC exam finishes. (will visit, are visiting, visit)
- 10) The old beggar yesterday. (died, dies, had died)
- 11) Listen ! someone (is singing, sings, will sing)
- 12) By the end of this year she here for six year. (will be staying, will have stayed, will have been staying)
- 13) The river Amazoninto the Atlantic Ocean. (flow, flows, flowed)
- 14) In two months the SLC exam result out (will be, will have been , will have)
- 15) Ram and Shyam to Pokhara by next week. (will go, will have gone, will be going)
- 16) My motherT.V. when I entered the room. (watched, has been watching, watching)
- 17) When the telephone rang, I (slept, has slept, was sleeping)
- 18) Ihere until Asmita comes back. (be, am, will be)
- 19) Nilu all day yesterday. (wrote, had written, had been writing)
- 20) The bus Pokhara at 10 o'clock. (leaves, will leave, left)
- 21) He out. (has gone already, already went, has already gone)
- 22) They the building by the end of this month. (will complete, will be completing, will have completed)
- 23) Pramila is pregnant now. She birth to a baby.(gives, has given, is going to give)
- 24) Bimala food every day. (prepares, prepared, was prepared)

- 25) I wish the children longer in the morning, then I shouldn't get woken so early. (sleep, are sleeping, slept)
- 26) When I last saw you, youof moving to your village (are thinking, were thinking, have thinking)
- 27) While I was having my dinner, she me. (call, is calling, called)
- 28) When I pushed him, hethere, (was falling, fell, had fallen)
- 29) When the bus arrived, weon it. (were getting, had got, got)
- 30) My sister the room before the guests entered. (cleans, was cleaning, had cleaned)
- 31) He will come to the spot as soon as you him. (call, called, will call)
- 32) When she hit on his head, he (fainted, has fainted, had fainted)
- 33) I'm sure you the exam. (passes, passed, will pass)
- 34) Woodon water. (floats, float, will float)
- 35) Man mortal. (is, was, are)
- 36) Slow and steady the race. (wins, win, won)
- 37) The earth round the earth. (go, goes, went)
- 38) John Keats says, 'A thing of beauty a joy forever.' (is, was, were)
- 39) Have you everto London? (was, been, went)
- 40) Medical scientists swine flu by 2020. (are eradicating, will eradicate, will have eradicated)

Further Practice :

Here are five sets of multiple choice grammar questions as per the SLC format. One set has been done for you explaining why the particular answers are correct. You will get a chance to do four exercises yourselves. The answers are given at the end.

1. Complete the following sentences by choosing the best alternative from brackets:

- a. Look outside. sky is getting dark. (A/An/The)
Look outside. The sky is getting dark.
(*sky is the unique object so 'The' is the right answer.*)
- b. Your photos will be ready an hour. (in/an/at)
Your photos will be ready in an hour.
(*'in' here means the duration of time taken meaning 'within'*)
- c. Emma's got a computer, ? (isn't she/hasn't she/doesn't she)

Emma's got a computer, hasn't she?

(the 's there means has because it's followed by past participle form of the verb and the statement is positive and the tag there should be negative)

- d. Every seat a number. (has/have/is)

Every seat has a number.

(Every+ singular subject takes singular verb and this sentences shows possession)

- e. 'We are fighting for our freedom.' The correct 'what' question for the statement is: (What are you fighting for?/What are you fighting for our?/What are you fighting for our freedom?)

'We are fighting for our freedom.' The correct 'what' question for the statement is: What are you fighting for?

(The next two alternatives are incorrect in meaning.)

- f. 'My father likes tea.' has the negative form as: (My father don't like tea/My father doesn't like tea/My father not like tea)

'My father likes tea.' has the negative form as: My father doesn't like tea.

(The verb 'likes' is in present singular form and thus has the negative form as 'doesn't + present)

- g. When I looked around the door, the baby quietly. (is sleeping/was sleeping/slept)

When I looked around the door, the baby was sleeping.

(The event in the last clause is interrupted continuous action and thus should be in past continuous tense)

- h. We can't go along here because the road (is being repaired/is repaired/is been repaired)

We can't go along here because the road is being repaired.

(The correct form should be in present continuous passive)

- i. She said that she to be alone. (wanted/wants/want)

She said that she wanted to be alone.

(It's in indirect speech and thus requires past tense)

- j. If we hurry, we the bus. (will catch/would catch/ would have caught)

If we hurry, we will catch the bus.

(The sentence has the first conditional and requires simple future tense in the main clause)

- k. the cafe was crowded, we found a table.
(Because/However/Although)

Although the cafe was crowded, we found a table.

(The sentence consists of a situation and an unexpected result so situation starts with 'although')

- l. I got the cobbler my shoes. (mend/mended/to mend)

I got the cobbler to mend my shoes.

(The causative verb 'get' is followed by an agent in the sentence and thus it is to be followed by 'to infinitive')

2. Complete the following sentences with the best alternative from the brackets:

- a. My sister is secretary. (a/an/the)
- b. I've been waiting forty minutes. (since/for/in)
- c. She did the work herself,? (didn't she/hadn't she/doesn't she)
- d. One of the students absent yesterday. (were/was/is)
- e. My sister likes tea but she coffee. (don't like/doesn't like/not like)
- f. He goes to school on foot. The correct 'How' question for the statement is (How does he go to school?/How is he go to school?/How did he go to school?)
- g. At this time tomorrow we over the Atlantic. (will fly/are flying/will be flying)
- h. The story I've just read..... by Agatha Christie. (wrote/was written/be written)
- i. Justin said, "I'll do it tomorrow." The reported speech of the sentence is: Justin said that (he would do it tomorrow/he will do it the following day/he would do it the following day)
- j. If I were you, I the whole foot. (will eat/would eat/ would have eaten)
- k. I'm not better the pills. (because of/in spite of/although)
- l. Our teacher makes us hard. (work/worked/to work)

3. Complete the following sentences with the best alternatives from brackets:

- a. butcher is someone who sells meat. (A/An/The)
- b. A young man threw himself this bridge last year. (of/away/off)
- c. They have never been to Pokhara,? (haven't they/have they/don't they)
- d. Ninety kilos too heavy for me to lift. (is/are/has)

- e. I've learnt something. The negative form of the statement is: (I've learnt anything/I've learnt nothing/I've not learnt nothing)
- f. She gave him a book. The correct yes/no question of the statement is (Did she gave him a book?/Did she gives him a book?/Did she give him a book?)
- g. Here's my report. I it at last. (have finished/am finished/finished)
- h. I hate people laughing at me. This can also be said: (I hate being laughed at/I hate people being laughed at/I hate people being laughed at me)
- i. The librarian asked us so much noise. (not to make/not make/don't make)
- j. If I'd had my mobile yesterday, I you. (will contact/would contact/would have contacted)
- k. Laura went to the bank cash a cheque. (so that/ to /so)
- l. He has his brother the dishes. (wash/washed/to wash)

4. Complete the following sentences with the best alternative from brackets:

- a. Could I have piece of bread please? (a/an/the)
- b. I will meet you the airport. (in/at/on)
- c. She's a good teacher, ? (isn't she/hasn't she/doesn't she)
- d. Economics a difficult subject. (are/is/has)
- e. A: (What are these bricks for?/What do these bricks?/What do these bricks for?)
B: We are going to build a wall.
- f. She sometimes comes to me. go to her? (Do you ever/Have you ever/Do you sometimes)
- g. When Martin the car, he took it out for a drive. (repaired/had repaired/has repaired)
- h. Some film stars to be difficult to work with. (do say/are said/say)
- i. She asked me (if there is a cafe nearby/if there was a cafe nearby/if is there a cafe nearby)
- j. I unless I wear glasses. (can't see/can see/couldn't see)
- k. This is the place I was born. (where/what/that)
- l. He has his house in red. (paint/painted/to paint)

5. Complete the following sentences choosing the best alternatives from the brackets:

- a. The bus was half hour late. (a/an/the)
- b. Rachel was lying the grass reading a book. (in/at/on)
- c. Somebody will do that, ? (won't they/won't he/will they)
- d. My jeans washing. (needs/need/need)
- e. You haven't eaten your pudding. it? (Do you not want/Don't want you/Don't you want)
- f. She enjoys dancing but she singing. (does like/doesn't like/don't like)
- g. I 16 next year. (am going to be/will be/am being)
- h. Who wrote this book? Its passive form is (who was written this book?/Who was this book written?/Who was this book written by?)
- i. I asked the doctor if I take antibiotics. (could/can/will)
- j. If the video recorder working, we could watch a film. (was/had been/is)
- k. Susan is the woman husband is in hospital. (who/whose/whom)
- l. She got all her clothes (wash/washed/to wash)

Answers:

2.

- | | |
|------------------------------|-------------------------------------|
| a. a | h. was written |
| b. for | i. he would do it the following day |
| c. didn't she | j. would eat |
| d. was | k. in spite of |
| e. doesn't like | l. work |
| f. How does he go to school? | |
| g. will be flying | |

3.

- | | |
|-----------------------------|----------------------------|
| a. A | g. have finished |
| b. off | h. I hate being laughed at |
| c. have they | i. not to make |
| d. is | j. would have contacted |
| e. I've learnt nothing | k. to |
| f. Did she give him a book? | l. wash |

4.

- | | |
|-------------------------------|-------------------------------|
| a. a | g. had repaired |
| b. at | h. are said |
| c. isn't she | i. if there was a cafe nearby |
| d. is | j. can't see |
| e. What are these bricks for? | k. where |
| f. Do you ever | l. painted |

5.

- | | |
|-------------------|----------------------------------|
| a. an | h. Who was this book written by? |
| b. on | i. could |
| c. won't they | j. was |
| d. need | k. whose |
| e. Don't you want | l. washed |
| f. doesn't like | |
| g. will be | |

Here are five examples of contextual grammar questions as per the SLC format. One has been done for you explaining why the particular answers are correct. You will get a chance to do four exercises yourselves. The answers are given at the end.

1. Complete the following text choosing the best alternatives from the brackets:

Once, there was a king who ruled a (a/an/the) 'a' is the right answer here because 'prosperous country' is a singular countable noun and it starts with consonant sound /p/ prosperous country. One day, he went for (to/for/at) 'for' is the correct answer because 'went for a trip' is a suitable combination a trip to some distant areas of his country. When he returned home, his feet were (were/was/are) 'were' is the correct answer here because 'his feet' is plural very painful because it was the first time that he went for such a long trip and the road that he went through was very rough and stony. He then ordered his people to cover every road of the entire country with leather, didn't he? (did he/doesn't he/didn't he) 'didn't he' is the correct answer here because the verb 'ordered' in this statement is in simple past form and the statement is positive This would need thousands of animal skins which (who/which/where) which is the correct answer here because it stands for 'thousands of animal skins so who and where are not appropriate there would cost a huge amount of money. One of his wise servants dared himself to tell the king, "Why do

you have to spend that unnecessary amount of money? Why don't you (Why don't you/Why he didn't/Why didn't he) 'Why don't you' is the correct answer here because it's in direct speech and the blank requires the structure for direct speech just cut a little piece of leather to cover your feet?" The king was surprised (surprised/is surprised/was surprised). 'was surprised' is the correct answer here because the structure requires passive structure and it should be in past tense He later agreed (agrees/agreed/has agreed) 'agreed' is the correct answer because it's a story and it should be in past form to his suggestion and he got a shoemaker to make (to make/make/made) 'to make' is the correct answer because the causative verb 'got' is followed by an agent 'a shoemaker' shoes for him. This teaches us the lesson that if we want (want/wanted/had wanted) 'want' is the correct answer because the sentence is in the first condition to make the world a happy place to live, we need to change ourselves, our hearts; not the world.

2. Complete the following text choosing the best alternatives from the brackets:

One Summer day, two men (walked/were walking/have walked) along. Soon, it became too hot to go any further and, seeing (a/an/the) large pine tree nearby, they threw themselves on the ground (so that/because/to) rest in its shade. Gazing (up/off/on) into the branches, one man said to the other: "What a useless tree this is. It (does/do/did) not have fruits or nuts that we can eat. "..... (Don't be/Not to be/Not be) so ungrateful," rustled the tree in reply. "I am being extremely useful to you at this very moment, shielding you from the hot Sun. And you call me a good-for-nothing!" They had not thought in that way,? (did they/had they/hadn't they) The tree (provided/was provided/was being provided) them with the shade in such a hot Summer day. The event made them (to think/thought/think) broadly. If we think broadly, we (would realize/would have realized/will realize) that all creations have a good purpose.

3. Complete the following text choosing the best alternatives from the brackets:

One hot day, (a/an/the) ant was searching some water. After walking around for some time, she (came/was coming/has come) to a spring. She had to climb (up/on/in) a blade of grass to reach the spring While making her way up, she (was fallen/is fallen/fell) into the water. She (could have drowned/could drown/may drown) if a dove had not seen her. The ant was in trouble,? (isn't it/wasn't it/was it). The dove plucked off a leaf and

dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it (was/were/has) carried safely to dry ground. Just at that time, a hunter nearby was throwing out his net towards the dove (because/to/so that) he could trap it. Guessing what he was about to do, the ant quickly bit the hunter on the heel. The pain made him (drop/to drop/dropped) his net. The dove flew away to safety. Thus it is said that one good turn (deserves/deserved/had deserved)

4. Complete the following text choosing the best alternatives from the brackets:

Once, (a/an/the) wise woman who was travelling in the mountains found a precious stone (on/at/in) a stream. The next day, she met another traveller (who/whom/whose) was hungry, and the wise woman opened her bag to share her food. The hungry traveller (sees/saw/has seen) the precious stone and asked the woman to give it to him. She did so without hesitation, ? (didn't she/doesn't she/hadn't she) He knew the stone (were/was/had been) worth enough to give him security for a lifetime. But a few days later he came back to return the stone to the wise woman. "..... (I've been/He's been/He'd been) thinking," He said, "I know how valuable the stone is, but I give it back in the hope that you can give me something even more precious." This way the woman (was asked/has been asked/had been asked) to give him some more precious thing. This made the woman (feel/to feel/felt) angry. She took the stone and chased the man away. If the man had not been so greedy, he (could keep/could have kept/can keep) the stone with him.

5. Complete the following text choosing the best alternatives from the brackets:

Once, there was (a/an/the) island where all the feelings lived: Happiness, Sadness, Knowledge and all of the others, including Love. One day, it (was announced/announced/had been announced) to the feelings that the island would sink (because/so/although) all constructed boats and left except for Love. Love (was/were/had been) the only one who stayed. Love wanted to hold out until the last possible moment. When the island had almost sunk, Love decided to ask for help. Richness (passed/was passing/passes) by Love in a grand boat. Love said, "Richness, (can you take/if he could take/can he take) me with you?" Richness answered, "No, I can't. There is a lot of gold and silver (in/on/at) my boat. There is no place here for you." Love asked for help to everyone but nobody was ready to help. Finally, Knowledge helped Love by telling that it was time that helped Love. Knowledge was

kind to Love, ? (wasn't it/was it/weren't it) If Knowledge didn't understand the value of Love, Love (would die/would have died/will die). This made all the feelings (understand/understood/to understand) the value of love.

Answers:

2. were walking, a, to, up, does, Don't be, had they, provided, think, will realize
3. an, came, up, fell, could have drowned, wasn't it, was, so that, drop, deserves.
4. a, in, who, saw, didn't she, was, I've been, was asked, feel, could have kept
5. an, was announced, so, was, was passing, can you take, in, wasn't it, would die, understand

Unit Two: Reading

In this unit you will practise mainly two kinds of reading texts : (i) seen passages and (ii) unseen passages. Under seen passages, you read poems and prose. After completion of this unit, you will be able to read the passage and do the tasks based on it.

Lesson 1 : Poems

The grade ten text book contains seven poems. In the SLC Examination one of these poems is asked as a seen reading text. Mostly the poems have been asked as a seen reading text that carries 5 marks. There can be the following types of test items in reading comprehension questions:

- | | | |
|----------------------------|---------------|----------------------|
| a. Short- answer questions | b. Cloze | c. Ordering |
| d. Multiple choice | e. True/False | f. Fill in the space |
| g. Vocabulary | h. Matching | |

But only two of the above test items are asked in the seen reading text that carries 5 marks. So if you have a poem for reading comprehension, you will have any two types of test items.

Understanding the Poems given in Grade 10 text book

To understand the poems, you should have the knowledge of the following things:

1.Archaic words: In most poems several old-fashioned words are used. They are called archaic words and may not be found in every dictionary.

Some examples of archaic words found in poems:

Archaic Words	Meanings	Archaic words	Meanings
'its	it is	thee	you(object)
hath	has	enow	Enough
doth	does	erewhile	until now
oft	often	nary	not at all
afore/ere	Before	methinks	I think
wilt	will	betwixt/twixt	between

Archaic Words	Meanings	Archaic words	Meanings
thou	you(subject)	thro	through
art	are	twain	two

2.Rhyme:

Rhyme is related with the use of words or sounds in the poems or songs. It means a word that has the same sound as another word especially at the end of lines. Some examples of rhyming words are:

Words in the poems	Rhyming words	Words in the poem	Rhyming word
I	fly	time	rhyme
best	rest/dressed/west	well	swell
suns	duns	name	claim
row	go	know	though
high	by	deep	keep/sleep
needs	seeds	shake	mistake
bare	care	lawn	dawn

3.These notes will help you attempt all types of test items asked in reading comprehension test:

- While solving short answer questions, you should use the same tense as that of the question. Before making the answer, you should extract the specific information and put it in the required structure. Just putting the sentences as they are in the text is not so good.
- While giving vocabulary items: words with similar meanings, opposite meaning and single words, the same parts of speech have to be sought for.
i. e. if the given word is a noun you should look for a noun and if it is an adverb you should look for an adverb. The words thus to be given have to be from the reading text itself and not from any other sources.
- You should rewrite the items like filling in the specific word/s, gap filling with multiple choices and then filled items should be shown with an underline.

- True and false items are asked in the complete statements and should be answered writing 'True' or 'False' against the given statements. You should not use 'T'/'F' or tick (✓) or a cross (×).
- Matching questions should be solved by writing the appropriate words just next to the items. While Matching, drawing the lines makes the work look dirty.

a) Detailed Study of Two Poems:

Note: *In the question paper each of the asked poems carries 5 marks and there are only two test items included. But for your better practice, the poems included here are followed by a variety of exercises with varying number of test items. This will help you to have extensive practice on comprehending the poems.*

1. Read the poem and do the activities that follow:

Exile

My shade is striped
My air is **barred**
(As it was before;
Only here the bars
Do not bend with the wind.)

My breath is short
My **claws** are **blunt**
With long **pacing** on stone ground.
All day I smell
Zebra..... gazelle.....
But I am **full** of **easy** meat
I have no **appetite**.

Only at dusk-
When the monkeys **mock** from stone trees
And the buck (soft noses sniffing the air
For the **scent** they no longer fear)
Comedown to the mudless pool to drink-
Only at the **dusk** I dare to dream
Eyes half **closed**, **bending** the **bars**
Against the sun
And **plotting** my return.

Alan Duff

(Source: Grade 10 English textbook published by Curriculum Development Centre, Sanothimi, Bhaktapur)

Words used in the poem:

Exile: the state of being sent away from own country as punishment, the place of exile

Usage: Many political leaders were sent to exile in the past.

Striped: marked with narrow colourful lines different from the background

Usage: I like striped clothes.

Shade: shadow, an area protected from the heat of the sun or the dark shape made when the light shines on something

Usage: The shade of the tiger is striped.

Barred: prevented, banned **antonym:** free, open

Usage: If you hang thick curtains, the flow of the air will be barred.

Claws: sharp and curved nails of animals or birds

Usage: The claws of the cat are very sharp.

Blunt: not sharp, not pointed **antonym:** sharp, pointed

Usage: The knife will not cut the paper. It is blunt.

Pacing: walking, moving

Usage: The man paced the floor restlessly because he was nervous.

Gazelle: an antelope, animal like a deer

Usage: The gazelle is the national animal of Qatar.

Easy meat: the meat one gets to eat without working for it

Usage: Domestic dogs always have easy meat. They don't generally hunt for themselves.

Appetite: desire for food

Usage: I am sick. I have high fever and no appetite.

Dusk: sunset, twilight, evening time **antonym:** dawn, day break

Usage: She is so busy and hardworking. She works from dawn to dusk.

Mock: to make fun of somebody especially by copying what they say or do
antonym: praise, appreciate

Usage: You always mock my way of talking.

Buck: male deer (the same for plural) **antonym:** doe, hind

Usage: We saw a buck passing this way.

Dare: to have the courage to do something

Usage: If you look serious, nobody will dare to talk to you.

Plotting: planning secretly

Usage: We know that the enemy groups are plotting against us.

What the Poem Means:

The poem 'Exile' is one of the most beautiful poems by **Duff, Alan** that deals with the feelings of the imprisoned animals in the zoos. It says how those animals feel being there.

In this poem the speaker is, perhaps, a tiger who has been put in the zoo. He says that his shadow or the shelter is marked with line of the bars and his air is blocked. It was the same when he was in the jungle where he hid himself among tall grasses that blocked the free flow of the air. But here the bars are strong and they don't bend as the tall grass in the jungle bent with the wind. He says due to lack of exercise his breath has got short and his nails which used to be sharp are now blunt because he has to have long walk always on the cemented/hard ground of the cage. Since there are other animals in the zoo, he smells them every time. He does not have any desire for food because he is given the meat by the zoo. He calls it easy meat.

At the sunset, monkeys and the male deer are seen by the speaker. The monkeys climb the man made pillars (stone trees) and start making fun of the speaker whereas the male deer that come to drink in the artificial pool start sniffing but are not afraid of the speaker's scent as they used to be in the jungle. This is so because all of them know that the speaker is caged and can't harm them.

In the evening when the sun rays are horizontal, the speaker half closes his eyes and looks through the bar at the sun. He can see the strong bars bending and starts making a secret plan to get out of the prison.

Try These:

- A. Find the words from the text that are opposite in meaning to the following words/phrases

(Note: the words in bold type in the poem will provide you the hints to find the words with opposite meaning)

- | | |
|--------------|------------------|
| a. sharp | b. empty |
| c. difficult | d. opened |
| e. doe | f. praise |
| g. dawn | h. straightening |

Answers:

- | | | | |
|--------------|--------|------------------|----------|
| a. sharp | →blunt | b. empty | →full |
| c. difficult | →easy | d. opened | →closed |
| e. doe | →buck | f. praise | →mock |
| g. dawn | →dusk | h. straightening | →bending |

B. Find the words from the text that are similar in meaning to the following words/phrases:

(Note: remember that you generally have to find the words of the same parts of speech. If there is -ing verb look for the -ing one and if there is a noun look for a noun.)

- | | |
|-------------------------|----------------------------|
| a. walking | b. sharp and pointed nails |
| c. ridicule | d. shut |
| e. desire for food | f. planning secretly |
| g. to be away from home | h. twilight |
| i. blocked | j. fences |
| k. smell | |

Answers:

- | | | | |
|-------------------------|-----------|----------------------------|-----------|
| a. walking | →pacing | b. sharp and pointed nails | →claws |
| c. ridicule | →mock | d. shut | →closed |
| e. desire for food | →appetite | f. planning secretly | →plotting |
| g. to be away from home | →exile | h. twilight | →dusk |
| i. blocked | →barred | j. fences | →bars |
| k. smell | →scent | | |

C. Match the words in column 'A' with their meanings in column 'B':

(Note: while matching, do the ones that you are sure about first. That way you will be able to guess the answers to the harder ones.)

Column 'A'

- a. shade
b. blunt
c. pacing
d. plotting
e. appetite

Column 'B'

- (i) planning secretly
(ii) moving
(iii) not sharp
(iv) desire for food
(v) shadow

Answers:

- | | | |
|-------------|---|-----------------------|
| a. shade | → | (v) shadow |
| b. blunt | → | (iii) not sharp |
| c. pacing | → | (ii) moving |
| d. plotting | → | (i) planning secretly |
| e. appetite | → | (iv) desire for food |

D. Write 'True' for the true statements and 'False' for the false ones.

- a. The speaker in this poem is the poet himself.
- b. The speaker says there were no bars in his home.
- c. The bars in the exile bend with the wind.
- d. The speaker makes the plan to go back to his homeland.
- e. The buck are not afraid of the speaker.
- f. The speaker has to hunt for his meat.

Answers:

- a. The speaker in this poem is the poet himself. **False (because the tiger seems to be speaking)**
- b. The speaker says there were no bars in his home. **False(because the speaker says as it was before : which means his house , the jungle too had tall grasses looking like bars)**
- c. The bars in the exile bend with the wind. **False (It is false because the speaker says the bars here in his exile do not bend with the wind)**
- d. The speaker makes the plan to go back to his homeland. **True (It is true since the speaker says he makes a secret plan to return home)**
- e. The buck are not afraid of the speaker. **True (It is true because the speaker says the buck are not afraid of his scent)**
- f. The speaker has to hunt for his meat. **False (It is false because the speaker says he is full of easy meat, he doesn't have to hunt)**

E. Answer the following questions:

- a. Why does the tiger smell the animals all day?
- b. How is the pool in the poem?
- c. What is the speaker plotting to do?
- d. Why does the speaker have short breaths?
- e. What is easy meat?
- f. Why are the buck not afraid any longer?
- g. How have the speaker's claws got blunt?
- h. Does the speaker enjoy eating easy meat? Why not?
- i. What time of the day does the speaker plan for his return?
- j. Who is the speaker in the poem?
- k. Why does the speaker have no appetite?

Answers:

- a. The tiger smells the animals all day because he is kept among different animals in a zoo.
- b. There is no mud in the pool .It is an artificial pond.
- c. The speaker is plotting to return to his natural home.
- d. He has short breath because of lack of exercise.
- e. Easy meat is the meat the speaker gets without having to work for.
- f. They are not afraid any longer because they know that the tiger is in the cage and can't harm them.
- g. His claws have got blunt because he has to walk on the hard ground only.
- h. He does not enjoy eating because he does not have any appetite.
- i. He plans his return at sunset.
- j. It is a tiger.
- k. He has no appetite because he has no exercise and is full of easy meat.

2. Read the poem and do the activities that follow:

<p style="text-align: center;">Weathers</p> <p style="text-align: center;">This is the weather the cuckoo <i>likes</i>, And so do I; When showers <i>betumble</i> the chestnut spikes And nestling fly: And the little brown nightingale bills his <i>best</i>, And they sit outside at 'The Travellers Rest', And maids come forth spring-muslin dressed And <i>citizens</i> dream of the south and west, And so do I.</p> <p>This is the weather the cuckoo shuns And so do I; When beeches drip in brown and duns, And thresh and ply; And hill-hid tides throb, throe and throe, And drops on gate-bars hang in a row, And rooks in families homewards <i>go</i>, And so do I.</p> <p style="text-align: right;">Thomas Hardy</p>
--

(Source: Grade 10 English Book published by: Curriculum Development Centre, Sanothimi, Bhaktapur)

Note: The second stanza of the poem is wrongly printed in the text book. The original poem goes:

This is the weather the shepherd shuns,
And so do I;
When beeches drip in brown and duns,
And thresh and ply;
And hill-hid tides throb, throe on throe,
And meadow rivulets overflow,
And drops on gate-bars hang in a row,
And rooks in families homewards go,
And so do I.

Words used in the poem:

Cuckoo: a singing bird(koili)

Usage: The cuckoo sings beautifully.

Showers: rains

Usages: There are very few showers in winter in Nepal.

betumble: shake , move, fall down gently

usage: The dew drops are betumbling the leaves of the grass.

Chestnut spikes: pointed leaves of the chestnut tree

Usage: The pine trees also have the spikes as the chestnut spikes.

Nestlings: baby birds, chicks

Usages: Summer is the time when nestlings learn to fly.

Bills: sings

Usage: If you pass through a jungle , you can hear the birds billing.

'The Travellers Rest': is the name of a pub or hotel for travellers

Usage: The Travellers Rest is the name of an inn.(a public house)

Maids: girls

Usage: During summer, we can see the maids beautifully dressed.

Sprig-muslin: soft cotton fabric

Usage: The cloth made of sprig muslin is soft and silky.

Dream of south and west: think of travelling to different places

Usage: We are dreaming of going to the USA this summer.

Shuns: dislikes/hates antonyms likes, loves

Usage: Everyone shuns that hideous crime.

Beeches: species of tree with broad leaves

Usage: Beeches are not evergreen trees. They drop their leaves once in a year.

Drip: drop the leaves

Usage: When the trees drip their leaves, they look bare and ugly.

Brown and duns: yellowish brown

Usage: The tree leaves turn brown and duns before they drop.

Ply: move from place to place/ are taken from place to place

Usage: Several buses ply between Kathmandu and Pokhara every day.

Throb: beat or sound with a regular rhythm

Usage: Your voice is throbbing with nervousness.

Row: line

Usage: The captain made the soldiers stand in a row.

Rooks: black birds of the crow family

Usage: Rooks migrate to warmer places during winter.

What the Poem Means:

This beautiful poem was composed by Thomas Hardy, an English poet. The poem 'Weathers' deals with nature.

In this poem, Hardy compares the spring and the winter season. He tries to show the brightness of spring and the darkness of winter through his examples. He says that the spring is liked by the bird cuckoo as well as by himself because in this season the gentle rains shake the spiky leaves of chestnut trees, the newly born chicks start flying, and song birds like the nightingale are delighted and sing. Travellers can be seen sitting outside the inns or pubs.

In the spring season, girls /young ladies appear wearing thin and fine dresses made up of soft cotton fabric. This is the season when people think of travelling to different places.

Talking about the dullness of the winter Thomas Hardy says that this weather is neither liked by the cuckoo (originally the shepherd) nor by himself. This is so because during this season the beech trees look bare as they drop their yellow leaves, which are beaten and moved to different places by powerful wind of the winter. The hill-hid tide, perhaps, refers to the drafts of storm which are common in winter. Hardy says those tides come again and again and cause painful beating. Since it rains incessantly during winter in England, one can see the drops of rain falling one after the other in a line from the fences. The weather gets terribly cold so the rooks, the black birds of the crow family, go to warmer places. Because of all these reasons neither the poet nor the cuckoo(shepherd) likes the winter season.

Try These:

A. Find the words from the poem that are similar in meaning to the following words:

(Note: The words in bold type in the poem will help you guess the right ones)

- | | |
|-------------------|----------------------------------|
| a. baby birds | b. young girls |
| c. dislikes | d. sings |
| e. rain | f. shake gently |
| g. drop | h. line |
| i. beat painfully | j. get taken from place to place |

Answers:

- | | | | |
|-------------------|-------------|----------------------------------|------------|
| a. baby birds | → nestlings | b. young girls | → maids |
| c. dislikes | → shuns | d. sings | → bills |
| e. rain | → showers | f. shake gently | → betumble |
| g. drop | → drip | h. line | → row |
| i. beat painfully | → throb | j. get taken from place to place | → ply |

B. Fill in the blanks with appropriate words from the poem:

(Note: The italic words in the poem will help you to guess the right ones to fill in the blanks)

- Nightingales sing their.....in the spring season.
- plan to travel different places during the spring season.
- Rooks in groups.....to warmer places during winter.
- The cuckoo the weather described in the first verse.
- Gentle rainsthe spikes of chestnut during the weather in the first verse.

Answers

- Nightingales sing their **best** in the spring season.
- Citizens** plan to travel different places during the spring season.
- Rooks in groups **go** to warmer places during winter.
- The cuckoo **likes** the weather described in the first verse.
- Gentle rains **betumble** the spikes of chestnut during the weather in the first verse.

C. Write 'True' for the true statements and 'False' for the false ones:

- Baby birds learn to fly in the cold weather.
- Young girls look beautiful in the cotton dresses in the spring.
- Trees look green during the winter season.
- The poet enjoys the weather described in the second verse.

- e. Rain drops can be seen hanging during the winter.
- f. Rooks migrate because of cold.
- g. The chestnut leaves are moved by the strong wind during spring.

Answers:

- a. Baby birds learn to fly in the cold weather. **False**(They learn it in summer)
- b. Young girls look beautiful in the cotton dresses in the spring. **True**
- c. Trees look green during the winter season. **False** (It is false because the poem says beeches drip in brown and duns; that means trees drop the leaves)
- d. The poet enjoys the weather described in the second verse. **False**
(He enjoys the weather in the first verse)
- e. Rain drops can be seen hanging during the winter. **True**(True it rain in winter there)
- f. Rooks migrate because of cold. **True**(It is cold in winter and they move to warmer places)
- g. The chestnut leaves are moved by the strong wind during spring. **False**
(It is false because leaves drop and are moved during the winter)

D. Answer the following questions:

- a. Who composed this poem?
- b. Mention any two things that happen in the spring season.
- c. Why do rooks return home?
- d. What do nestlings do?
- e. What happens to beeches?
- f. Where do rooks go?
- g. Write down any two reasons why the poet dislikes winter?
- h. What kind of dress do the girls wear in spring?
- i. What do people do during the weather described in the first verse?
- j. When do beech trees drop their leaves?

Answers:

- a. This poem was composed by Thomas Hardy.
- b. In the spring season, the baby birds fly and the nightingale sings a lot.
- c. Rooks return to their homes to escape the cold.
- d. Nestlings start flying.
- e. The beech trees drop their leaves in winter. They look bare.

- f. They go to warmer places during winter.
- g. The poet dislikes the winter as it is very cold and the wind keeps blowing.
- h. The girls wear fine muslin dresses during spring.
- i. They go travelling to different places.
- j. The beech trees drop their leaves during winter.

b) Further practice with Poems

Here are the other poems for you to read and do the exercises given. You should go through the poem trying to guess the meaning first. If you don't get the meaning look up in the box below and try to understand. The paraphrasing of the poems will help you understand the poem better.

1. Read the poem and do the activities that follow:

Where the Minds is Without Fear

Where the mind is without fear and the head is held high;
Where knowledge is free;
Where the world has not been broken up into fragments by narrow domestic walls;
Where words come out from the depth of truth;
Where tireless striving stretches its arms towards perfection;
Where the clear stream of reason has not lost its way into the dreary desert sand of dead habit;
Where the mind is led forward by thee into ever-widening thought and action.....
Into that heaven of freedom, my Father,
let my country awake.

Rabindranath Tagore

(Source: Grade 10 English Book published by: Curriculum Development Centre, Sanathimi, Bhaktapur)

Words used in the poem:

Fragments: pieces, small particles, parts **antonym:** Whole, complete

Domestic: related to home, local, internal to a country **antonym:** international, external

Tireless: never getting tired **antonym:** tired, exhausted

Striving: effort, toil **antonym:** idleness

Stretch: extend, lengthen **antonym:** contract,

Dreary: appalling, dark, colourless, cheerless, gloomy **antonym:** bright, cheerful,

Dead habits: old and useless customs or traditions **antonym:** good traditions

Widening: getting wide, broadening **antonym:** narrowing

Heaven: paradise, abode of gods and angels, **antonym:** hell

Awake: not asleep, alert, conscious **antonym:** unconscious, asleep

What the Poem Means:

Rabindranath Tagore was a Bengali Indian poet. Gitanjali, an anthology of his beautiful poems bagged him the Nobel Prize for Literature.

‘Where the Mind is Without Fear’ originally bears the title ‘Prarthana’ meaning prayer. The poem is a prayer to God. It was composed during the time when Indian society was under the British Rule and people were eagerly waiting to get their freedom from it. Actually the poem is a prayer to God for a trouble free world.

Through this prayer, Rabindranath Tagore prays the Almighty that his country should be free from any fear of oppression or compulsion. He wishes everyone to be free to hold their heads high in dignity. He prays god to let knowledge or education be free so that everyone regardless of their class or social status can acquire knowledge. There should not be any discrimination when it comes to education.

Tagore also wishes for a world which is not ‘fragmented’ on the basis of caste, creed, colour, religion or other baseless superstitions. He prays god for a nation where people are truthful. He wishes for the people who would strive without getting tired to reach perfection. Tagore wishes for the power of reason to dominate the minds of his countrymen. This is possible when the ‘stream of reason’ is not lost amongst outdated customs and traditions. He prays god for the broader outlook of the people, no narrow thoughts and actions. At last Tagore asks the ‘Father’: God to awaken his country into such a heaven of freedom. This poem of Tagore has a message that the society should be free from all social evils, only then it can lead to progress.

Try These:

1. From the poem, find the words that are opposite in meaning to the following words:

- | | |
|----------------------|-------------|
| a. broad | b. found |
| c. bright | d. followed |
| e. banned/restricted | f. falsity |
| g. bright/cheerful | h. hell |
| i. slavery | j. asleep |

2. Form the poem, find the words that are similar in meaning to the following words:

- | | |
|------------------------------------|--------------|
| a. terror | b. particles |
| c. having a small width or margins | d. internal |
| e. effort | f. dark |
| g. liberation/emancipation | |

3. Write 'True' for the true statements and 'False' for the false statements:

- a. Dignity is high when there is no fear in the mind.
- b. Domestic walls have fragmented the world.
- c. The poet prays to Father for his individual freedom.
- d. A stream can have a good effect in the desert.
- e. Minds of the people should be guided by god.
- f. We can't get to perfection unless we strive.
- g. If reason prevails, the society becomes like the dreary sand of the desert.
- h. The poet prays god not to make his countrymen alert.

4. Answer the following questions:

- a. What factors are responsible for breaking the world into small pieces?
- b. How can perfection be achieved?
- c. Who, according to the poet, leads the mind into ever-widening thought and action?
- d. What happens if the mind is full of fear?
- e. What does the poet wish for his country?
- f. Whom does the poet appeal?
- g. What kind of society has been compared to the dreary desert sand?
- h. Write down any three things that the poet prays god for?
- i. What is striving needed for?

2. Read the poem and do the activities that follow:

Knowledge

Your mind is a meadow
To plant for your needs
You are the farmer
With knowledge of seeds,
Don't leave your meadow

Unplanted and bare,
Sow it with knowledge
And tend it with care.
Who'd be a know-nothing
When he might grow
The seeds of knowledge
Of stars and snow;
The science of numbers,
The stories of time,
The magic of music,
The secrets of rhyme?
Don't be a know-nothing!
Plant in the spring,
And see what harvest
The summer will bring.

-Eleanor Farjeon

(Source: Grade 10 English Book published by: Curriculum Development Centre, Sanathimi, Bhaktapur)

Words/ Expressions used in the poem:

Meadow: pasture, grass land

Bare: naked, uncultivated, fallow **antonym:** cultivated, empty,

Sow: scatter seeds on the ground, cultivate **antonym:** reap, harvest

Spring: one of the seasons(here the learning period, youth)

Tend: to look after, to take care

A know-nothing: an ignorant person, a person who doesn't know anything **antonym:** wise person, knowledgeable person

Science of number: mathematics

stories of time: history

harvest: yield, collecting the food grown **antonym:** sow , plant

What the Poem Means:

Eleanor Farjeon was born in England. She was called "Nellie" at home and started writing when she was a small girl.

In the poem Knowledge, the poet has expressed the value of knowledge and time for the young learners. She means to say that one should know the value of time and make best use of it. The poet has compared our mind with a meadow and a

young learner with a farmer. She says that a learner and a farmer are similar as both of them work hard, cultivate their meadows and sow seeds and wait for better results to come. Only the difference is that the learner's meadow is his/her brain where as the farmer's meadow is the field: the learner sows the seeds of knowledge but the farmer sows the seeds of crops. A good farmer never leaves his field unplanted. In the same way a good student should never leave his/her mind idle. As the farmer may grow different crops, a learner may cultivate different subjects like science, mathematics, history and others. The poet compares the learning time of a young learner with the spring season for a farmer when the farmer sows the seeds. The harvesting time of the farmer is compared with the result time of the learners.

Through her poem, Eleanor Farjeon suggests us not to remain ignorant or 'a know-nothing'

Try These:

1. Match the phrases in column 'A' with the correct continuations in column 'B':

<u>Column 'A'</u>	<u>Column 'B'</u>
a. Our meadows shouldn't remain	i. with care.
b. A know-nothing means	ii. Mathematics.
c. We should tend our meadows	iii. unplanted and bare.
d. The science of number refers to	iv. an ignorant person.
e. Farmers get harvest	v. in summer.

2. Read the poem and complete the following sentences:

- We should plant seeds of----- in our mind.
- Our ----- should not be bare.
- Learning ----- is sowing the seeds of stories of time.
- It is necessary to know the of numbers.
- In the poem, the reader is called a
- We must have the of five different subjects.

3. Write 'True' for the true statements and 'False' against the false ones:

- The meadow is compared with a farmer.
- The phrase 'stories of time' means history.
- The poet is advising the readers to be ignorant.
- The poem suggests the learners to be a farmer.

- e. A farmer can plant his needs in the mind.
- f. The poet suggests us to be a know-nothing.
- g. Spring is the season for planting seeds.

4. Answer the following questions:

- a. What is our mind compared with in the poem?
- b. What does the poet mean by the phrase 'Plant in the Spring'?
- c. Where can we plant seeds of knowledge?
- d. What does "a know-nothing" mean?
- e. Who is a learner compared with in the poem?
- f. Which season is learning period compared with?
- g. Mention any three subjects that a learner can learn.

3. Read the poem and do the activities that follow:

Patriotism

Breathes there the man, with soul so dead,
Who never to himself hath said,
 "This is my own, my native land!"
 Whose heart hath never within him buried?
 As home his footsteps he hath turn'd.
 From wandering on a foreign strand!
If such there breathe, go mark him well;
For him no minstrel raptures swell,
High though his title, proud his name,
Boundless his wealth as wish can claim,
Despite those titles, power and pelf,
 The wretch concentrated all in self,
 Living, shall forfeit fair renown,
 And doubly dying shall go down,
 To the vile dust from where he sprung,
 Unwept, unhonour'd and unsung.

- Sir Walter Scott

Words used in the poem:

Patriotism: love of one's own country, devotion for the welfare of the nation

Breathe: To take the air in and out to perform respiration

Soul: spirit

Native land: mother land, birth place **antonym:** foreign land

Buried: concealed, hidden **antonym:** excavated, disclosed

Wondering: roaming, loitering

Foreign: belonging or from a different country **antonym:** native, domestic

Minstrel: travelling singer/poet

Raptures: extreme joy **antonym:** anxieties, sorrows, grief

Swell: become bigger in size/number **antonym:** contract, shrink

Boundless: limitless, unbounded **antonym:** limited, confined

Pelf: riches, wealth

Claim: demand, wish for **antonym:** disown, disclaim

Wretch: miserable, unfortunate **antonym:** Lucky, happy, fortunate

Forfeit: lose, suffer **antonym:** gain, obtain

Renown: fame, popularity **antonym:** notoriety, infamy

Vile: despicable, low, dirty **antonym:** clean, tidy, pious

What the Poem Means:

Sir Walter Scott was a Scottish poet. The poem "Patriotism" by Scott expresses his deep love towards his native land. The poem focuses on intense love of one's land and country. The poet says there can never be a man "with soul so dead" that he is not able to wonder in a foreign land and appreciate his "native land." The speaker continues that there can neither be a man whose "heart hath never within him buried" when he returns home after being away from his country.

If there is such a person, he is like a dead person. He may be very important, wealthy and renowned but he is still a "wretch." Nobody will be proud of him because he lives only for self and not for his native land. Soon he shall lose his false renown through his lack of patriotism. As he loses his power, social status and wealth, he dies once. But that is not his final death. No doubt he gets natural death as others and thus dies two times in his life. Lack of patriotism clearly gives him a miserable death which is never mourned by any countrymen. No one honours him, no one weeps for him and no one sings for him after his death. Such kind of person perishes in the same dirty dust from where he got germinated or born. Through his beautiful poem the poet gives the message that **mother and mother land** are greater than heaven and one should be ready to sacrifice himself for the sake of his mother land.

Try These:

1. Which words in the poem have the following meanings?

a. travelling singer	f. demand
b. alien	g. roaming
c. riches	h. concealed/hidden
d. popularity	i. lose
e. respect	j. limitless

2. Find the words from the text that are opposite in meaning to the following words:

a. alive	e. disclosed
b. low	f. fortunate
c. limited	g. gain
d. foreign	h. always

3. Choose the best answer to complete the following sentences:

- a. The poet asks us to the unpatriotic person.
i. mark ii. Honour iii. respect
- b. The wretch are.....
i. selfless ii. selfish iii. honoured
- c. An unpatriotic person dies.....
i. only physically ii. only spiritually
iii. both physically and spiritually
- d. The man who has no love for the is called dead.
i. motherland ii. heaven iii. foreign land
- e. All the title of a man is useless if he is not.....
i. honoured ii. wealthy iii. patriotic

4. Write 'True' for the true statements and 'False' for the false ones:

- a. The poet says man with a dead soul can also live.
- b. The love of motherland makes people return to own land.
- c. The selfish ones gain good names.
- d. According to the poet there's no one to die twice.
- e. The poet says that all the fortunes of a selfish one is useless.
- f. He says 'anti-nationalists' are honoured.
- g. Patriotism is not more precious than wealth.
- h. One's motherland is far better than heaven.

5. Answer the following questions:

- a) What do you mean by patriotism?
- b) When does a person lose his fame?
- c) Where, according to the poet, does an unpatriotic person go after death?
- d) What do you mean by 'doubly dying'?
- e) Who is called a dead man?

- f) What is far better than heaven?
- g) Who dies twice?
- h) Who are unsung by the countrymen?
- i) What kind of person lives with soul so dead?
- j) When is the title of a man useless?

4. Read the poem and do the activities that follow:

Where the Rainbow Ends!

Where the rainbow ends
There's going to be a place, brother,
Where the world can sing all sorts of songs
And we're going to sing together, brother,
You and I, though you're white and I'm not.
It's going to be a sad song, brother,
Because we don't know the tune,
And it's a difficult tune to learn.
But we can learn, brother, you and I.
There's no such tune as a black tune.
There's no such tune as a white tune.
There's only music, brother,
And it's music we're going to sing
Where the rainbow ends.

-Richard Rive

(Source: Grade 10 English Book published by: Curriculum Development Centre, Sanothimi Bhaktapur)

Words used in the poem:

Rainbow : the multicoloured arch that can be seen in the sky(here the differences between people)

Sorts: kinds

Black tune and white tune: black and white humans

Music: humanity (here)

Where the rainbow ends: when the differences between us come to an end.

What the Poem Means:

Richard Rive was an African poet and writer. In the poem “Where the Rainbow Ends” the poet expresses his feelings of social harmony and the feelings of all the black people who were discriminated due to apartheid. In this poem, the rainbow represents differences. So the poet says that when the rainbow ends, all the people regardless of their caste, colour, creed and religion can live together happily. The poet

assumes that living together in the beginning is going to be difficult because we don't know how to live together and respect each other. Since there is only human being: neither black human being nor white human being, we can learn to live together. Because we all are human beings. This is only possible when our differences of colour, caste, creed and religion come to an end (the rainbow ends). In this poem the rainbow means the differences, sing all sorts of songs means all types of people can live together, black tune and white tune mean black and white people and simply tune mean human beings.

This poem is a sad poem as it talks about the feelings of the oppressed ones but it ends with a hopeful note as the poet says we can live together and we can learn to live together. Actually the poem conveys the message of social harmony, fraternity, brotherhood and inclusive society where all the people can live together peacefully.

Try These:

1. From the poem, find the antonyms for these words.

- | | |
|-----------|---------------|
| a. easy | b. happy |
| c. starts | d. separately |
| e. begins | f. black |

2. From the poem find the synonyms of these words.

- | | |
|-------------|---------------|
| a. unhappy | b. hard |
| c. song | d. kinds |
| e. finishes | f. understand |

3. Match the phrases in column 'A' with their meanings in column 'B':

A

B

- | | |
|---------------------|--------------------------|
| a. a sad song | i. a racial harmony |
| b. to know the tune | ii. live together |
| c. sing together | iii. an unhappy life |
| d. end of rainbow | iv. to understand others |

4. Write 'True' for the true statements and 'False' for the false ones.

- The poet wants all the people to live together in peace.
- The poet doesn't like the white people.
- The poem ends with a sad note.

- d. The poet is sorry to be born black.
- e. The speaker is jealous of the white people.

5. Answer the following questions:

- a. What does the poet want?
- b. Where can the world sing all sorts of songs?
- c. What is the poet hopeful about?
- d. Is the poet black? How do you know?
- e. What does the word 'brother' refer to?
- f. Why is it difficult to sing together?
- g. What message does the poet want to give us?
- h. Why does the poet say that to learn and to sing together is difficult?
- i. What does the word 'rainbow' refer to in the poem?

5. Read the poem and do the activities that follow:

Stopping by Woods on a Snowy Evening

Whose woods these are I think I know
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives the harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
of easy wind and downy flake.

The woods are lovely, dark and deep,
But I have promise to keep,
And miles to go before I sleep,
And miles to go before I sleep.

- Robert Frost

(Source: Grade 10 English Book published by: Curriculum Development Centre, Sanathimi, Bhaktapur)

Words used in the poem:

Woods(wood): forest, a dense collection of trees covering a small area

Queer: strange, odd **antonym:** normal, natural

Farmhouse: house in farm, house for a farmer and family

Harness bells: jingle bells hanging from the horses neck

Shake: jerk, quiver, sudden movement

Downy: soft, delicate, like the down **antonym:** hard, rough

Sweep: the blow of the wind

Flake: small and flat pieces, chips

Promise : oath, vow

What the Poem Means:

Robert Frost was born in San Francisco, USA. He has written several poems but “Stopping by Woods on a Snowy Evening” is one of his most famous poems. It consists of four quatrains (stanzas of four lines). In the poem, a traveller pauses late one snowy evening to admire the woods through which he passes. He reflects that the owner of the woods, who lives in the village, will not see him stopping to watch his woods fill up with snow. The speaker is interrupted as he imagines his little horse finds it strange to stop without a farmhouse nearby on that darkest and coldest evening of the year. The speaker says his horse shakes his bells to ask if he (the horse) has made some mistake. The speaker notes that he can hear the sound of the sweep/ of easy wind and downy flake. (the soft flakes of snow falling)

In the last verse of the poem the speaker realizes that he has promises to keep. He has to go miles and miles before he sleeps. So, immediately he moves from there. The central idea of the poem is that in the journey of our life we may find lots of beautiful and captivating scene and situations but we should not forget that we have so many responsibilities and duties to accomplish. Therefore, we should make for our destination which is the goal of our life without wasting our valuable time.

Try These:

1. From the poem, find the rhyming words for the following words:

- a. near b. lake c. mistake d. deep

2. From the poem, find the words as indicated in the brackets.

- | | |
|-------------------------------|-----------------------------------|
| a. see /observe(synonym) | b. normal (antonym) |
| c. far away(antonym) | d. brilliant /brightest (antonym) |
| e. jerk (synonym) | f. hard/course (antonym) |
| g. pretty/beautiful (synonym) | h. vow(synonym) |

3. Choose the correct answer and complete the following sentences:

- a. The woodman will not see the traveller because he lives in
 - i. the woods ii. the village iii. the farmhouse
- b. The traveller hears the sound of the bell and
 - i. the horse ii. the wind iii. the forest
- c. The speaker has
 - i. woods to cross
 - ii. snow to clear up
 - iii. obligations and responsibilities to fulfil.
- d. The speaker probably -----when he realizes he has promises to keep.
 - i. stays in the woods
 - ii. restarts his journey
 - iii. looks for a farmhouse
- e. The horse shakes his bells to ask if-----made a mistake.
 - i. the speaker has
 - ii. the horse has
 - iii. the woods has
- f. The horse thinks that -----has made a mistake.
 - i. the poet ii. the weather iii. it
- g. The poet has promised to-----.
 - i. go through the forest for miles
 - ii. fulfill his duties
 - iii. watch the woods filled up with

4. Write 'True' for the true statements and 'False' for the false ones:

- a. The traveller is not sure about the owner of the forest.
- b. There is a farmhouse by the woods and the lake.
- c. The horse runs away ringing his bell.
- d. The poet feels it strange to stay by the woods.
- e. His horse is habituated to stay in that forest.
- f. The beauty of the forest attracts the poet.
- g. The poet is the owner of the woods.
- h. The weather described in the poem is cold.
- i. The horse thinks the poet has made a mistake by stopping there.

- j. The horse gives a shake to harness due to cold.
- k. The poet wants us to continue till we reach our destination.

5. Answer the following questions:

- a. Why can't the owner of the woods see the poet?
- b. What does the phrase 'before I sleep' mean?
- c. Why does the poet stop by the woods?
- d. How does the horse feel about the stop in the woods?
- e. What was the weather like that evening?
- f. What's the meaning of "miles to go before I sleep?"
- g. How is the wood where the speaker stops?

Lesson Two: Prose

The text asked in this question is from grade 10 textbook and is other than the poem. Some parts of the text or sometimes the whole text is given and different test items are asked for comprehension. This part carries 10 marks and generally three types of questions are asked in it.

Here we'll look at the two different seen reading texts with techniques of answering comprehension questions.

1. Read the following text and answer the following questions that follow:

My parents did not believe **a. trust** in boys wearing trousers, so I wore shorts to school. I wanted to wear trousers, but every time I opened my mouth my parents told me to shut up **b. keep quiet**.

One day, the class teacher told us that we were going to have a group photograph taken and he asked us to wear trousers for the occasion. I was in a dilemma **c. a situation in which one has to choose between two things**, as I did not possess **d. have** a pair of trousers.

After school, I asked some of my friends to lend me a pair of trousers, but no one had a pair which would fit me. I even tried on a pair of my father's trousers. They were too short for me and much too large at the waist. I gave up in despair **e. hopelessness**.

The next day arrived. I thought of not going to school but my parents told me

to get ready. They told me to stop grumbling **f. complaining** because there was nothing wrong in wearing shorts. So, I turned up **g. appeared** as usual at school. The class teacher was aghast **h. filled with fear and surprise** when he saw me. He and some other students wanted me to be excluded **i. left out** from the photograph but the head teacher intervened **j. interfered**. She asked me to join the group. The class teacher told me to sit in the front with two students on either side of me.

The photograph was duly taken. A few days later a copy of the picture appeared on the notice board. Crowds of students gathered **k. came together** to see it. It was a well-taken photograph. All the students were there in their well-ironed, spotlessly white shirts and trousers - except in the front row, with my knobbly knees conspicuously **l. noticeably** exposed! Needless to say, the picture gave rise to a lot of laughter and unkind remarks **m. comments**. You can imagine how I felt!

But the incident had a happy ending. I bought a copy of the photograph and showed it to my parents. My father immediately **n. at once** asked my mother to buy some white trousers for me - my very first pair.

A. From the passage, write the words/phrases which mean the following:

- | | |
|--|----------------------------------|
| a. trust | h. filled with fear and surprise |
| b. keep quiet | i. left out |
| c. a situation in which one has to choose between two things | j. interfered |
| d. have | k. came together |
| e. hopelessness | l. noticeably |
| f. complaining | m. comments |
| g. appeared | n. at once |

Writing similar words from the text:

For this type of questions students are required to find out the words from the text with the similar meaning given in the test papers. You have to keep the following things in mind while doing this type of questions:

- The parts of speech should be the same i.e. verb to verb, noun to noun, etc.

- Some features of a particular parts of speech sometimes help us to find the word, for example, words ending in 'ly' or 'ing' generally have the words in the text with the same endings.
- The words in question generally follow the order of the text. It means the word given in 'a' generally comes at the beginning and the word given in 'b' follows the word for 'a' in the text.

The similar words are underlined in the text and the words in the question are kept there in the text in bold italic form with numbers.

B. Write 'True' for the true sentences and 'False' for the false ones:

This type of question requires the students to write 'True' or 'False' at the end of each statement depending on the meaning of the text. If the meaning of a statement in 'True/false' item matches with the meaning in the passage, it is 'True' and if it contradicts, it is 'False.' In the statements below, references from the text are given in brackets. They will help you to understand why the statements are 'True' or 'False':

- a. The writer of the story is a boy. True (because his parents did not believe in boys wearing trousers, so he wore shorts to school)
- b. He likes wearing shorts. False (because he wanted to wear trousers)
- c. His friends' trousers were fit for him. False (because asked some of his friends to lend him a pair of trousers but no one had a pair which would fit him)
- d. His father's trousers were too short for him. True (because they were too short for him and large at the waist)
- e. He did not want to go to school on the day the photograph was to be taken. True (because he thought of not going to school)
- f. The class teacher was angry with him. False (because the class teacher was filled with fear and surprise when he saw him in shorts)
- g. Some of his friends wanted to exclude him from the photograph. True (because they wanted him to be excluded from the photograph)
- h. The head teacher was a woman. True (because the head teacher intervened. She asked him to join the group)
- i. The writer was the only boy wearing shorts in the group photograph. True (because all the students were there in their well-ironed, spotlessly white shirts and trousers except him in the front row with his knees exposed)

- j. His parents' bought him trousers when they saw the photograph. True (because he bought a copy of the photograph and showed it to his parents. His father immediately asked his mother to buy some white trousers for him)
- k. His parents liked the photograph. False (because if they had liked the photograph, they would not have bought the trousers for him)

C. Answer the following questions:

- a. Why did the boy wear shorts although he didn't like them?
- b. Why was the writer in a dilemma?
- c. What did he do after his class teacher asked him to wear trousers?
- d. Why was the class teacher aghast?
- e. What did the class teacher and some of his friends want?
- f. Where did the writer sit during the photography?
- g. Why did the students laugh when they saw the photograph?
- h. Why did his parents buy him the trousers?
- i. What's the happy ending to the story?

While writing short-answers to the comprehension questions, students are not required to write the questions ,however, it is mandatory to write the question number clearly. The important thing to be kept in mind while writing answers to this type of questions is writing 'just the answer' with the correct structure i.e. avoiding unnecessary details. Part of the answer i.e. the structure is there in the questions. Sometimes just copying from the text works and sometimes keywords of the question should be identified and they should be looked for in the text. The answers should be written in one's own words. In short answer questions, the order of the passage helps us to find the answers. The answer to 'a' is followed by the answer to 'b'.

Let's look at the answers to the above questions in the text. The question number is put before the answers in the text:

(a) My parents did not believe in boys wearing trousers, so I wore shorts to school. I wanted to wear trousers, but every time I opened my mouth my parents told me to shut up

One day, the class teacher told us that we were going to have a group

photograph taken and (b) he asked us to wear trousers for the occasion. I was in a dilemma, as I did not possess a pair of trousers.

After school, I asked some of (c) my friends to lend me a pair of trousers, but no one had a pair which would fit me. I (c) even tried on a pair of my father's trousers. They were too short for me and much too large at the waist. I gave up in despair.

The next day arrived. I thought of not going to school but my parents told me to get ready. They told me to stop grumbling because there was nothing wrong in wearing shorts. So, (d) I turned up as usual at school. The class teacher was aghast when he saw me. (e) He and some other students wanted me to be excluded from the photograph but the head teacher intervened. She asked me to join the group. The class teacher told me to sit (f) in the front with two students on either side of me.

The photograph was duly taken. A few days later a copy of the picture appeared on the notice board. Crowds of students gathered to see it. It was a well-taken photograph. (g) All the students were there in their well-ironed, spotlessly white shirts and trousers - except in the front row, with my knobbly knees conspicuously exposed! Needless to say, the picture gave rise to a lot of laughter and unkind remarks. You can imagine how I felt!

But the incident had a happy ending. I bought a copy of the photograph and (h) showed it to my parents. (i) My father immediately asked my mother to buy some white trousers for me - my very first pair.

The answers are indicated with the question numbers underlining the expressions in the text. The indication doesn't mean that everything should be copied from there. Half of the answer is to be made using the structure given in the question and the key words indicated in the text should be written in one's own words using the correct connectives. If it's a 'why' question the connective can be 'because'. While writing the answers, we should take into account of what is the question word in the particular question. If it's a 'why' question, reason is to be written and if it's a 'where' question position or place is to be written.

Now the correct answers to the above questions look like the following:

- a. The boy wore shorts although he didn't like them because his parents had not bought him the trousers/his parents did not believe in boys wearing trousers.
- b. After his class teacher asked him to wear trousers, he tried on his father's and some of his friend's trousers.
- c. The writer was in a dilemma because he did not possess a pair of trousers to wear for the group photograph.
- d. The class teacher was aghast because the boy was in shorts although he had been told to wear trousers/he disobeyed him.
- e. The class teacher and some of his friends wanted him to be excluded from the group photograph.
- f. The writer sat in the front during the photography.
- g. The students laughed when they saw the photograph because the writer was the only one not wearing trousers and exposing his knees noticeably.
- h. His parents bought him the trousers because they came to know that their son was the only one not wearing trousers when they saw the photograph.
- i. The happy ending to the story is that the writer's parents bought him trousers.

2. Read the following text and answer the following questions that follow:

Nowadays everybody is talking about wildlife conservation. Many animals are in danger of extinction and must be saved: this is the pleas of the conservationist. You may be wondering what it means when a particular animal belongs to an endangered species. The conservationist will draw your attention to two dangers that threaten the wildlife of the world. Let's look at each of them.

An animal may be said to be endangered when people begin to kill it indiscriminately. Elephants are killed for their ivory; alligators are killed for their skin; and several kinds of birds are killed for their feathers. If such killing is not checked, these animals may become extinct.

There is an even more serious threat to animals. When people cut down trees of the forest, the animals living there lose their home. Trees are cut for fuel or for timber, and little by little the forest area diminishes. Sometimes large areas of forest are cleared to make way for a reservoir or a dam. The animals in the area then pushed out of existence. What does that matter, you may ask. We can do without many of these animals. The world will be safer without poisonous snakes and man-eating tigers. But if one animal species is removed from the earth, it is like removing one

link from a chain. Wildlife is a vital part of our ecosystem. Nature maintains a delicate balance among the plants and animals of the world. If we go on killing species after species of animals, we will be removing thread after thread from the complex tapestry of life until finally nothing will be left of life on earth.

A. Match the words in column 'A' with their meanings in column 'B':

A	B
a. wildlife	i. place where water is stored
b. conservation	ii. kinds
c. extinction	iii. a piece of cloth woven with a design
d. plea	iv. important
e. endangered	v. tusk
f. species	vi. decreases
g. indiscriminately	vii. urgent request
h. ivory	viii. preservation
i. checked	ix. Animals, birds, etc. living wild
j. diminishes	x. dying out
k. reservoir	xi. in danger
l. vital	xii. stopped
m. tapestry	xiii. without care

Attempting matching questions:

Matching items also test vocabulary knowledge. It usually asks to match the words with their meanings. In matching item, words in column 'A' are to be matched with those words/meanings in column 'B'. In this item, students are expected to write the words in column 'A' with their meanings or words in column 'B' by writing them in the same line, not by drawing the lines. One should know the words and their meanings. Sometimes some features like words ending in 'ly', 'ing' 's/es' help to find out the correct answers. The answers of the above are given below:

a. wildlife	- ix. Animals, birds, etc. living wild
b. conservation	- viii. preservation
c. extinction	- x. dying out
d. plea	- vii. urgent request
e. endangered	- xi. in danger
f. species	- ii. kinds
g. indiscriminately	- xiii. without care

- | | |
|---------------|---|
| h. ivory | - v. tusk |
| i. checked | - xii. stopped |
| j. diminishes | - vi. decreases |
| k. reservoir | - i. place where water is stored |
| l. vital | - iv. important |
| m. tapestry | - iii. a piece of cloth woven with a design |

B. Complete the following statements with the correct words from the passage:

- The of the conservationist is: Many animals are in danger of extinction and must be saved.
- People kill alligators for their
- Animals may become if killing is not stopped.
- Cutting down of forests causes animals lose their
- Some people think that we can live even without
- The world will not be without snakes.
- is an important part of ecosystem.

For attempting 'Fill in the blanks' item

For attempting 'fill in the blanks' item, you should find out the keywords of the statements in the passage. Go through the sentences in the text and find out the missing words or phrases you need. Sometimes the positions of words are changed and sometimes paraphrased statements are given. When you do 'fill in the blanks' item, copy the sentence and underline the filled in words or phrases. Let's look at the solutions to the above statements:

- The plea of the conservationist is: Many animals are in danger of extinction and must be saved. (The positions of words are changed)
- People kill alligators for their skin. (The sentence in the text is in passive)
- Animals may become extinct if killing is not stopped. (The positions of words are changed)
- Cutting down of forests causes animals lose their home. (The sentence is rephrased)
- Some people think that we can live even without animals. (The sentence is put in another way)
- The world will not be safer without snakes. (The sentence is rephrased)
- Wildlife is an important part of ecosystem. (One word has been changed)

Here, five seen reading texts are given in SLC format for your practice. Do the questions yourselves and check your answers which are given at the end.

1. Read the following text and answer the following questions:

At about 4:00 in the evening Vikram was driving along the bustling street in Kathmandu while he saw something amiss. A seemingly confused crowd was milling about a three-storeyed about 35 feet tall building. Vikram, a little short and stout 25 year old restaurateur braked his motorbike and looked up for a second. From one of the windows on the third floor was dangling a wailing little baby-boy stuck between the gaps of the window grille. He prayed for the life of the baby as he jostled his way into the crowd.

Neha, the young mother of the two year old Kanhaiya, had left the boy back alone in the room to buy vegetables from a street-vendor. As her husband was out on that day, there was no one at home to baby-sit the boy. But before she went out the boy's mother had placed the boy on a wooden plank on the base of her bed -room window's grille that boxed the window on the outside. Under the plank was a little larger round opening to fit a potted plant which was yet to be used as its original purpose. She put the boy on her boxed window grille so that she could keep her eye on the baby while still shopping on the street.

The baby, however had somehow managed to displace the plank from its place and purpose. His legs slipped through the circular opening in the grille and got stuck there by the arms only. Hearing the boy's cry, Neha dropped her vegetables and dashed back into the building and was by now racing up the staircase. Shocked and aghast the crowd looked at the boy while Vikram stood himself right below the boy. The boy was frantically struggling and the people along with Vikram reckoned that he would slip through any moment, "Get a bed sheet!" shouted someone in the crowd. A man ran to get one from a line. Everyone knew the worst was behind them. Vikram was all set to catch hold of the boy before it fell to the ground. "If I can't do this, I'll have to watch him die," he thought looking at Kanhaiya intently.

A. From the passage, find the words that are similar in meaning to the following: **4x1=4**

- a. wrong b. hanging
- c. a group of people d. cause to move

B. Put the following sentences in the correct order: **4x0.5=2**

- a. Vikram pushed the crowd roughly to make his way for going in.
- b. Neha rushed back to the house.
- c. A baby was hanging just outside the window.
- d. Neha noticed the very awful scene of her son.

C. Answer the following questions: **4x1=4**

- a. Who was Vikram?
- b. Why did the crowd gather at the building?
- c. Why did Neha leave the baby alone in the room?
- d. How did Kanhaiya get out of the window grille?

2. Read the following text and answer the following questions:

Human milk is biologically specific for human babies. Simply put, this means that each species of mammal makes milk that is uniquely suited for its young. Cow's milk is high in protein and minerals because baby calves are up and running within hours after birth-rapid muscle and bone growth is necessary for their survival. In contrast, the human survival organ is the brain. Human milk is high in factors that promote brain growth. This means that children who were breastfed tend to score higher on IQ tests, due to the beneficial effects of human milk on neurodevelopment. As a side note: why not choose a mammal closer to humans to provide an artificial milk supplement for human infants - a primate, perhaps? Can you imagine a gorilla sitting passively, attached to a milking machine like a cow? Not very likely, but kind of fun to think about.

Human milk contains enzymes, hormones, and immunoglobulin that simply can't be duplicated in formula, although formula manufacturers keep trying. They advertise that their brand is "most like mother's milk", but even they agree that breast milk is the best. Look on the can of formula-it says so right on the label. Since breast milk is always raw and fresh, you don't lose any of

the nutrients that are destroyed in formula processing.

Breast milk is living tissue that changes to meet your baby's nutritional needs, and to protect him against disease. The fat content of human milk varies month to month, day to day, even hour to hour. For example, the milk produced for a premature infant is higher in protein and calories than milk produced for a full-term infant, giving the tiny baby what it needs to catch up on growth. In cold climates, human milk contains more fat - in warm climates, more water. If your baby is very hungry, he nurses vigorously and receives more fatty milk. If the baby is just thirsty, he feeds more leisurely and receives lower calorie milk. As he gets older, the fat content of the milk will gradually decrease because his growth will slow, and he will need fewer calories per pound of weight. Standards for formula are based on data about pooled human milk, so every serving of formula is the same. Human milk constantly adjusts during the whole time your baby is nursing.

A. Find the words from the text that are similar in meaning to the following words/phrases: **4x1=4**

- a. remaining alive
- b. consists of
- c. uncommonly early
- d. in a gradual manner

B. Choose the correct words from the passage to complete the following sentences: **4x0.5=2**

- a. Cow's milk helps in rapid growth ofand muscle of baby calves.
- b. The factors in human milk contribute in the growth of
- c. The elements found in milk can't simply be copied.
- d. Breast milk is always fresh and.....

C. Answer the following questions: **4x1=4**

- a. What is essential for calves' survival?
- b. Why do breast-fed babies tend to score higher on IQ tests?
- c. What factors does the breast milk contain?
- d. How do you characterize the milk produced for a premature infant?

32. Read the following text and do the activities that follow:**10**

Florence Nightingale was born in Florence, Italy on 12 May 1820. She was well educated and when she grew up into a young woman, her family was concerned about finding her a good husband. But she refused to marry and, at the age of twenty five, told her parents that she wanted to become a nurse. Her family repeatedly opposed her. In those days, hospitals were often dirty and dark, and the nurses were untrained women. But she refused to change her mind and finally, in 1851, Florence's father gave her permission to train as a nurse.

Florence went to Germany, where she studied to become a nurse. Two years later, she was appointed superintendent of a hospital for invalid women in Harley street, London.

In March 1853, Russia invaded Turkey. Britain and France went to Turkey's aid in this conflict known as Crimean War. Within a few weeks of their arrival, about 8,000 soldiers were suffering from cholera and malaria. When Florence read a report on this in *The Times*, she volunteered her services. The government refused permission at first because women had never been involved in such things before. But eventually, it allowed her to take a group of thirty-eight nurses to Turkey.

Florence found the conditions in the army hospital in Scutari, in Turkey, deeply shocking. The men were kept in dirty rooms without blankets or decent food and clothes. In these conditions, it was not surprising that diseases such as typhus, cholera and dysentery were the main reasons for the high death-rate amongst wounded soldiers.

A. Write the words from the passage that mean the opposite to the following:**4x0.5=2**

- a. confessed b. expert c. departure d. harmony

B. Write 'True' or 'False' against the following statements:**4x0.5=2**

- a. Florence was well educated when she was born in France.
 b. Later, she was selected as one of the personnel of a hospital.
 c. She was allowed to train as a nurse in 1851.
 d. During the Crimean War, Britain and France went against Turkey.

C. Answer the following questions:

5x1=5

- a. When was Florence Nightingale born?
- b. What was her family's concern?
- c. What did she do in Germany?
- d. Who did she volunteer her services to?
- e. What were the main causes behind the high death rate?

4. Read the following passage and do the activities that follow:

10

It was always me who had to take care of Nima. And it was not easy. She was always doing strange things and the other children would laugh. I used to feel so ashamed, there were times I even felt I hated her. But it really wasn't her fault. You see, Nima is mentally retarded. Although she is older than I am and taller, she can't do many things. She can't read or write. What she calls writing is just wild scribbles across the page.

Whenever I am with my friends she wants to be with us. My mother has to go to work so that leaves just me I have to look after her.

She is your sister! You have to take care of her. If you don't who will? I've got to go out to work, otherwise what are we going to eat? Mother used to say.

Well that was true. Even since father died, life hadn't been very easy for mother and I guess I hadn't made things any easier, grumbling about having to keep an eye on Nima and all that.

She always wanted to join our games. Then, she'd make a mess of things because she really did not understand any of the games. She did not keep the rules because she did not know them. We'd let her play to stop her from crying, but then she'd break a rule and if we said that she was out she'd begin to cry again. My friends Rita, Mona, and others used to get really mad, not just at her but at me as well. Then, I would lose my temper and walk off, with Nima crying and stumbling behind me in her attempt to keep up with my strides. And mother would be there, watching us from the kitchen window.

"Haven't you any feelings? Can't you see she feels hurt and left out? It isn't her fault!" Then mother would comfort her. And I would feel bad.

A. Write the words from the above passage which are opposite in meaning to the following words :

3x1=3

- a. normal b. fine hand writing c. violate

B. Put the following sentences in the correct order :

4x0.5=2

- a. Nima was excluded from the games.
- b. Nima played games with her sister and others.
- c. Nima began to cry.
- d. Nima broke the rules of the games.

C. Answer the following questions:

5x1=5

- a. Why did the other children laugh at her?
- b. What was the main cause of Nima's abnormal behaviour?
- c. Did the writer always have to take care of Nima? Why? Why not?
- d. Why did the writer not want Nima to join their games?
- e. What made the writer feel bad?

5. Read the following text and do the activities that follow:

10

My parents were not able to pay for my higher studies. I needed to get a job to support my family as well as to solve my face. I tried my luck but there was no job in the lines of my palm. It was not thought decent to dirty your hands after being at college, but one day, my mother asked me if I could help her in the fields.

I liked working in the monsoon when there was no scorching sun in the sky. Mostly we worked in a drizzling rain that swept away the sweat of our toil. Under the canopy of black and white clouds we pulled the rice seedling to plant them in a swampy soil as smooth as curd. The work was fun particularly when the co-workers were other young people.

But working in summer was very difficult and boring. Without any kind of irrigation, we had to depend on our own muscles. Swinging baskets or buckets were used to water the fields: they were suspended by four cords and were held at each end by two people. The buckets were dipped into the water. Sometimes four feet down and then raised with a single throw so that the water could flow into the fields. Thus, with one basket, we could irrigate half an acre a day. By the time the day was finished we were finished too. What I had heard about Europe had led me to believe that what took two of us an hour to do, an English farmhand could have done in 15 minutes. Such were the conditions then and they are the same now.

Except for a few tractors there is no change. The bullock cart with its slow

jolting motion - the symbol of village life - is still the chief means of transportation. The wooden ploughs, light enough for the farmers to carry them on their shoulders, have not yet been replaced with tractors.

Mattocks with iron heads bent at a sharp angle to the hafts and harrows that are nothing more than flattened logs are still the same. Sowing baskets made of bamboo strips, small wooden handled reaping sickles are also the same. The stone grinding mill is still used by the village women.

A. Complete the following sentences using the words from the text: 4x0.5=2

- a. The writer was asked to help his/her in the fields.
- b. The writer tried his best to find a
- c. It was very for the writer to work in the summer.
- d. Two people could irrigate of land a day.

B. Write 'True' for the true statements and 'False' for the false ones: 4x1=4

- a. The difficulty of irrigation remains the same now.
- b. The workers felt tired in the evening.
- c. The writer got a job to support his family.
- d. Working in summer was interesting for the writer.

C. Answer the following question

4x1=4

- a. What was thought to be disgraceful?
- b. When did the writer prefer to work?
- c. What farming tools were used to irrigate the field?
- d. How are the Nepalese and the European farming different according to the text?

Answers:

1. A . a. amiss b. dangling c. crowd d. displace
- B. 1. c. A baby was hanging just outside the window.
2. a. Vikram pushed the crowd roughly to make his way for going in.
3. d. Neha noticed the very awful scene of her son.
4. b. Neha rushed back to the house.
- C. a. Vikram was a restaurateur.
b. The crowd gathered at the building because they saw a baby

- hanging just outside the window.
- c. Neha left the baby alone in the room because she had to go to buy vegetables from a street vendor and there was no one at home to baby sit the boy.
- d. Kanhaiya's legs slipped through the circular opening in the grille.
2. A. a. survival b. contains c. premature d. gradually
B. a. bone b. brain c. human d. raw
C. a. Rapid muscle and bone growth is essential for calves' survival.
b. Breast-fed babies tend to score higher on IQ tests because human milk has beneficial effects on neurodevelopment.
c. Breast milk contains enzymes, hormones and immunoglobulin.
d. The milk produced for a premature infant is higher in protein and calories.
3. A. a. opposed b. untrained c. arrival d. conflict
B. a. False b. True c. True d. False
C. a. Florence Nightingale was born on 12 May, 1820.
b. Her family's concern was finding her a good husband.
c. She studied nursing in Germany.
d. She volunteered her services to wounded soldiers.
e. The main causes behind the high death rate were the diseases like typhus, cholera and dysentery.
4. A. a. strange b. scribbles c. keep
B. 1. b. Nima played games with her sister and others.
2. c. Nima broke the rules of the games.
3. a. Nima was excluded from the games.
4. c. Nima began to cry.
C. a. The other children laughed at her because she was always doing strange things.
b. The main cause of Nima's abnormal behaviour was she was a mentally retarded girl.
c. Yes, the writer always had to take care of Nima because her father had died and her mother had to go out to work.
d. The writer did not want Nima to join their games because she didn't understand any of the games.

- e. The writer felt bad because she used to lose the temper and she used to forget that it was not Nima's fault and she ignored the fact that she would feel hurt and left out with her behaviour.
5. A. a. mother b. job c. difficult and boring d. half an acre
B. a. True b. True c. False d. False
C. a. Working in the field after being at college was thought to be disgraceful.
b. The writer preferred to work in the monsoon.
c. Baskets or buckets and cords were used to irrigate the field.
d. European farming is more advanced than Nepalese farming.

Lesson Three : Unseen Reading Text

As per the test specification grid of Secondary English, two reading texts other than the ones in the textbook are asked in the examination. These reading texts are called unseen passages since they are not from the textbook. The reading texts are generally stories, notices, biographies, advertisements, letters, etc. They carry 25 marks in total: one carries 10 marks and another carries 15 marks and both the texts usually have three types of questions among True/False, Multiple Choice, Ordering, Fill in the blanks, cloze, short-answer questions, vocabulary matching, etc. Here in this section, we will deal with different kinds of reading texts that are likely to appear as unseen reading texts.

Reading Advertisements

Advertisements have some specific words so some common words with their similar and opposites are given below. This may help you in doing the comprehension questions:

Similar words:

at least	minimum
candidate	applicant
certificates	testimonials
discipline	field
deadline	last date
dedicated	committed
dynamic	energetic/ active
established	set up
interview	oral test
lately	recently

personnel	staff
petition	application
salary	remuneration/ emolument
seeking	searching/ looking for
selected	chosen

Words with opposite meanings:

later	earlier
major	minor
vacant	occupied
independent	dependent
at least	most
entire	incomplete/partial
enthusiastic	uninterested/indifference
inclusive	exclusive
capable	incompetent
interested	reluctant /unwilling

Writing the answers of the questions from advertisements/vacancy announcements requires the understanding of the following aspects:

- the advertised post
- required academic qualification and other qualifications and experiences
- the advertiser
- the deadline for application submission
- salary
- the mode to apply: by post or mail; and the address
- things to be submitted along with the application.

Let's solve an exercise regarding vacancy announcement:

Read the following text and do the tasks given:

Vacancy Announcement

A newly established primary school with the motto of quality education is in need of energetic, enthusiastic and self-motivated teacher.

Post: Primary Level English Teacher (1)

Qualification: B.Ed. in English.

Experience: at least 5 years.

Age: 25-35

Salary and Benefits: As per the school rule.

Qualified and interested individuals can send their application in the following address with a copy of their academic qualification, C.V. and a recent passport size photograph by 13 April 2011.

Kalika Model Primary School
Bangechaur, Ramechhap
Nepal

A. Fill in the blanks with suitable words from the above text:

This is an example of an for the post of Primary Level English Teacher. A person who has passed in English can apply. S/He must have.....years' experience. Salary and benefits will be according to All the necessary documents with the application should reach the school by

B. Find the words from the above text as indicated in brackets:

- a. set up (synonym) b. bio-data (synonym)
- c. lazy (antonym) d. secondary (antonym)

C. Answer the following questions:

- a. How long ago was the school established?
- b. What post is required ?
- c. What are the essential documents to be submitted?
- d. Where is the school located?

The answers to the above questions are given below:

Answers

A. Fill in the blanks with suitable words from the above text:

This is an example of an **announcement** for the post of Primary Level English Teacher. A person who has passed **B. Ed** in English can apply. S/He must have **4-5** years' experience. Salary and benefits will be according to **school rule**. All the necessary documents with the application should reach the school by **13 April,2011**.

B. Find the words from the above text as indicated in brackets:

- a. set up – **established**
- b. bio-data - **CV**
- c. lazy - **energetic**

d. secondary - **Primary**

C. Answer the following questions:

a. How long ago was the school established?

Ans : It was established recently.

b. What post is required?

Ans: A primary level English teacher is required.

c. What are the essential documents to be submitted?

Ans: The essential documents to be submitted are copy of their academic qualification, C.V. and a recent passport size photograph.

a. Where is the school located?

Ans : The school is located at Bangechaur, Ramechhap, Nepal.

Texts for Further Practice

Q.N. 1 Read the following text and do the tasks given below:

VACANCY

Shangri La Holidays, a leading travel company under the Shangri-La Group of Companies invites applications from Nepali professionals for the following position:

General Manager

The candidate should be Graduate in any discipline, with minimum five to seven years' experience in the Travel/Trade business. He/ She should be able to work effectively on travel management in an increasingly competitive environment. The candidate should possess skills in computer application and online bookings, and should be fluent in executive communication. Responsibilities include sales development, financial and staff management.

Interested candidates are requested to send their application and CV to PO Box 1234 or e-mail at susan@sangrila.com by March 9, 2009. Only short-listed candidates will be called for interview.

A. Complete the following sentences with the correct alternatives given:

a. The cognitive worth for the candidate is

- i. under graduation ii. graduation iii. post-graduation

b. The word 'online' means

- i. connected to computer ii. sketching a line iii. lengthen a line

c. One who manages a company is

- i. executive ii. manager iii. candidate

B. Write 'True' or 'False' against the following statements:

- a. The company claims that it's a leading company in travel business.
- b. A foreigner being graduated in any discipline can apply for the post.
- c. Selected candidate should perform the job in tough competition.
- d. All the applicants won't be called for the interview.

C. Answer the following questions:

- a. Mention the qualifications ,other than academic worth, required for the post ?
- b. What is the deadline to apply for the vacant post?
- c. How can one send his/her application?
- d. State the responsibilities for the selected candidate.

Q.N. 2 Read the following text and do the activities given below:

VACANCY ANNOUNCEMENT

An NGO working in the fields of children, women, governance and HIV/AIDS is looking for a DIRECTOR to be stationed in its central office in Kathmandu.

Responsibilities: The incumbent will be responsible for the smooth operation of day-to-day activities of the organization. S/he will coordinate with different people under different program to achieve program goals. The incumbent will report to the board on regular basis regarding overall organizational situation. S/he will also be responsible for approaching donors and developing concepts on different issues.

Required Competencies: Ability to use computer to run different application packages, sound communication skill, facilitation and programme development skill, knowledge and skill in applied research, excellent report writing and analytical skill in both Nepali and English.

Qualification: Master's Degree in Sociology, Development Studies, Social Work, Management, or any other disciplines. At least 3 years of working experience in bilateral agencies INGOs or reputed NGOs at managerial level.

Candidates fulfilling above mentioned criteria shall send their application along with recent CV and a passport size photograph to the address given no later than November 5, 2009 mnnmf.foundation@yahoo.com or GPO Box: 13853, Kathmandu, Nepal.

Only short-listed candidates will be contacted for written examination and interview. Telephone enquiry will not be entertained.

A. Match the words in column 'A' with their meanings in column 'B':

A	B
a. sound	i. official
b. disciplines	ii. Grounds
c. incumbent	iii. Subjects
d. basis	iv. Weighty

B. Write 'True' or 'False' against the following statements:

- a. The applicant should produce the testimonials.
- b. Only the females can apply for the post.
- c. The incumbent works in the name of the Director.

C. Answer the following questions:

- a. What are the responsibilities of the incumbent?
- b. Mention the things to be submitted along with the application.
- c. How should a candidate send the application?
- d. What is the academic qualification required for the post?

3. Read the following advertisement carefully and do the activities that follow:

VACANCY	ANNOUNCEMENT
A well renowned English medium school is seeking a dynamic, energetic and qualified secondary level teacher for the following post:	
Post	English (full time teacher)
Qualification	M.Ed. in English
Experiences	At least five years
Remuneration	Negotiable
Qualified and interested individuals are requested to send their applications to the following address with a copy of their academic qualification, CV and a recent passport size photograph with in 13 th June 2014.	
Kanchanjanga Secondary School Damak, Jhapa Telephone no: 3056729	

- A. Find the words, from the above advertisement, which have similar meaning to the following:
- a) looking for
 - b) active

- c) attracted
- d) famed

B. Complete the following table with correct information:

The number of required post	
Salary	
Deadline to apply	

C. Answer these questions:

- a. Where is the school located?
- b. What is the post advertised?
- c. Who can apply for the post advertised?
- d. Write the list of things that are to be submitted for the post?

4. Read the following text and do the activities that follow:

WANTED

A well- established national level finance company operating in Kathmandu is looking for an enthusiastic, energetic and result oriented candidate for the post of Chief Manager. Any Nepali citizen having following experience and qualification and willing to join the company may apply to under mentioned address within 15 days as per the following terms and condition.

Terms & Condition

- Candidate should be post graduate in Business Administration/Business studies.
- Candidate having law background is preferable.
- At least 5 years job experience in Banks or in Finance Companies as an Officer with adequate knowledge of computer.
- Age should be below 45 years.
- Name of two persons for reference.
- Salary and other benefits are negotiable.
- Only short-listed candidate will be called for interview.

Application should reach to the following address along with CV & passport size photograph.

Address: The Advertiser

P.O. Box 25762

A. Match the words in column 'A' with their meanings in column 'B':

A	B
a. adequate	i. directed towards
b. oriented	ii. interested
c. willing	iii. sufficient

B. Complete the following sentences supplying appropriate words/phrases from the text:

- Emoluments are
- Candidates are given of time to apply.
- The added knowledge for the candidates is about.....
- A selected candidate has to work in

C. Answer the following questions:

- Which company has advertised for the post of Chief Manager?
- Where should a candidate apply ?
- Besides his major qualification, what should the candidate possess?
- Who are eligible to face the interview?

Reading Letters

One letter with its solved reading comprehension questions has been presented here. This may help you to do other texts.

- Read the letter and answer the questions given below:

Khalanga, Jumla
15th April, 2015
Dear Anuska,

My parents have taken a flat of a hotel in Dharan for the hot weather this year, and all my family are going there in May. I am to follow in June, as soon as our school closes. I asked my father if I might invite a school friend to come with me, and he said I might. So I am asking you if you will come with me for the holidays when I go, of course, as our guest.

Do come! I have no brothers, and I shall be rather lonely without a companion. If you come, we shall have a jolly time together, and thoroughly enjoy our holidays. Please write at once and say yes.

Sincerely yours,
Anupuma

A. From the letter ,find the word with opposite meaning to the following words:

- a. opens
- b. depressing
- c. lead
- d. alone

Answers

- a. Opens - closes
- b. depressing - jolly
- c. lead - follow
- d. alone - together

B. Fill into the blanks with appropriate words from the letter:

- a. The family is going to Dharan seeking cool.....

Ans: The family is going to Dharan seeking cool weather.

- b. Anupama, with her family, permanently lives in.....

Ans: Anupama with her family permanently lives in Khalanga, Jumla

- c. Anupama needs a to spend the holidays.

Anupama needs a companion to spend the holidays joyfully.

C. Answer these questions:

- a. Is Anupama going to Dharan with her parents? Why/ Why not?

Ans : No. Her parents are already there.

- b. Why is this letter written to Anuska?

Ans: She has written this letter to invite her as a companion.

- c. When are Anupama's family going to Dharan?

Ans: They are going to Dharan in May.

- d. What respects will Anupama be given in Dharan?

Ans: She will be treated as a guest.

2. Read the letter and answer the questions given below:

Lagankhel-14, Lalitpur

23rd March, 2015

Dear Chandra,

I am very pleased to learn that you have passed +2 in the first division. It is a brilliant success, indeed. I heartily congratulate you on your great success. My parents are also

very much delighted to learn about your glorious success. They told me to convey their congratulation to you.

This is the reward of your hard work. Your efforts have been crowned with success. May your future be quite brighter! Please arrange a good programme to celebrate your grand achievement.

Are papa and mama all right? Convey my best compliments and regards to them and love to little sister and brother.

Best regards

Kusum Rai

A. Rewrite the following sentences in the correct order:

- a. She congratulated Chandra.
- b. Kusum expressed her joy at her friend's success.
- c. She asked Chandra about her parents.
- d. Kusum wished for her betterment.

B. Fill in the blanks with the appropriate words from the letter.

- a. Chandra succeeded in.....
- b. Kusum asked Chandra to organize.....
- c. Kusum wished her younger.....

C. Answer the following questions:

- a. Where does Kusum live?
- b. What is this letter written for?
- c. When did Kusum write the letter?
- d. How does Kusum suggest celebrating the success?

3. Read the letter and answer the questions given below:

Jawalakhel, Lalitpur
17th March, 2015

The Editor
The Rising Nepal
Kathmandu.

Dear Sir,

I shall feel grateful if you publish the following lines containing a complaint against frequent breakdowns in the supply of electricity.

It is a matter of concern that there is no regular supply of electricity. Though Nepal is rich in water resources, electricity is off all the time. It is a matter of shame. The schedule of load shedding is not properly followed. The concerned authority has been neglecting the people's concern. These are the days of school and college examinations. The people have to stay without light at night. When there is darkness all round, the anti-social elements are encouraged. The cases of theft, robberies and rapes have been increasing day by day. The hospitals and industries are badly affected. Various complaints have been made to the authorities, but they couldn't hear all these burning issues. It seems they do not want to pay attention. I request the authority concerned to take interest towards the problem.

Yours Faithfully
Ramesh Sharma

A. Fill in the blanks with appropriate words from the text:

- a. The text is an example of a letter to an.....
- b. The letter is addressed to
- c. The concerned authority did not listen to the public.....

B. Match the following:

- | | |
|-------------------------------|-------------------------------------|
| a. The letter was sent | i. during the time of exams. |
| b. Students are also affected | ii. from Lalitpur. |
| c. The concerned authority | iii. regular supply of electricity. |
| d. General people want | iv. is still sleeping. |

C. Answer the following questions:

- a. What is the problem mentioned in the letter?
- b. Who are badly affected by the cut of electricity?
- c. What is the matter of shame to the electricity authority?
- d. When and by whom was this letter sent?

4. Read the letter and answer the questions given :

Pokhara, Kaski
Gandaki, Nepal

23rd March, 2013.

Dear Hari,

You will be glad to know that I have done my final papers well. Though I expect a good percentage of marks, the result is awaited yet.

In your previous letter, you were curious to know what I intended to do after my examination. Well, as you know I like reading literature and have been keenly interested in our language. So, together with a few friends of the same interest, I have decided to launch a small magazine. Don't be shocked. It will not be the kind of magazine you see in the market with glossy cover page and good printing. It will simply be a small children's magazine containing stories written by children only. Our English teacher and the teacher of extra -curricular activities will help us checking our work and including their views. And we shall get the whole magazine typed and Photostat. In fact we have already begun working on this small project of ours.

It may sound odd but it certainly is a creative work by which we can at least tell the people of our locality what children are capable of. I need your good wishes for it.

What will you do in vacations? Convey my 'Namaste' to all your family members as well as relatives.

With best wishes,

With love

Anita Sapkota

A. From the letter, find the words that are similar in meaning to the following:

- a. planned
- b. upset
- c. productive

B. Complete the following sentences with appropriate words from the above letter :

- a. This letter is sent to.....
- b. Children will be helped byto publish the magazine.
- c. Anita hopes she will get..... in her exam.
- d. The magazine can give a message that children are..... for such work.

C. Answer the following questions:

- a. Who is the magazine especially for?
- b. What does Anita like?
- c. Will it be a well printed magazine? How?
- d. How will the teachers co-operate with their students?

Below are the examples of unseen reading tests that are usually asked in question number three. Two texts have been presented below with solutions:

1. Read the following text and do the tasks given below:

For me the events of last weekend were a reflection of some of the problems of society today. One Saturday afternoon I attempted to stop a robbery at one of my local shops. No one came to my aid during my endeavours, now I have a black eye and broken ribs. The apathy and disinterest of bystanders shocked me. The four youths responsible for the robbery made their escape in a Volvo, which suggests that it is easier to make a dishonest living rather than an honest one. The shop owner has shown no interest in my well being and no gratitude for my attempt to protect his property.

I suppose I am fortunate that my injuries are not so serious, but I have found the experience saddening. When will the public stop turning a blind eye to such event, actively help to prevent them and responsibility for factors such as high unemployment which lead to this sort of crime?

A. Find the words from the above passage that are similar in meaning to the following words / phrases.

- a. Gratefulness- *gratitude*
- b. attempts- *endeavours*
- c. wounds- *injuries*
- d. lack of concern- *apathy*

B. Write whether the following statements are true or false.

- a. The passage tells about the bank robbery. **False** [robbery at one of my local shops]
- b. The youths were successful in their attempt. **True**
- c. The writer believes that it is better to rob people than to do an honest job. **False**(it only seemed so by observing the situation)
- d. The writer was sad because he was hurt. **False** [the experience was saddening]

C. Answer these questions.

- a. Where did the robbery take place?

Ans: The robbery took place at one of his local shops.

- b. How did the writer get hurt?

Ans: The writer got hurt when he attempted to stop the robbery.

- c. How does the writer regard the shop owner?

Ans: The shop owner has shown no interest in his well being and no gratitude for his attempt to protect his property.

2. Read the following passage and answer questions given below

It was the ambition of eleven years old boy in Kansas City to be an engine driver. Born without arms, he had been to *special* schools where he learned to use his feet as 'hands'. He spent all his spare time watching trains and one day his dream came true, seeing a *deserted* engine, the boy climbed in. He had no difficulty in starting it up with his feet. Soon he was travelling along at forty miles an hour. Signalmen could not see the young driver, so they *set out* to stop the train. Meanwhile the boy reached Missouri, stopped the engine himself, and there made it go backwards. When he was near home, a railway man caught up with the engine and stopped it. At first he was very angry, but he smiled when the boy said simply, "I like trains." "Well, I'm glad you don't like planes!" *answered* the railway man.

A. Match the following words or phrases:

Column A	Column B
deserted	travelled
set out	lonely
answered	unique
special	replied

Answers:

deserted	-lonely
set out	-travelled
answered	-replied
special	-unique

B. Fill in the gaps with correct words from the brackets:

- i. The boy lived in
- ii. He didn't have any..... when he was born.

Answers:

- i. The boy lived in Kansas City
- ii. He didn't have any arms when he was born.

C. Answer the following questions:

- a. What was the ambition of the boy?
Ans: The ambition of the boy was to be an engine driver.
- b. What did he do after reaching Missouri?
Ans: He stopped the engine himself after reaching Missouri.
- c. How did the railway man finally respond to the boy?
Ans : The railway man finally respond to the boy that he was very glad because he liked trains only, not planes.

Exercises for further practice

1. Read the following text and do the activities given below:

William Shakespeare (1564-1616): English poet and playwright – Shakespeare is widely considered to be the greatest writer in the English language. He wrote 38 plays and 154 sonnets. His father William was a successful local businessman and his mother Mary was the daughter of a landowner. Relatively prosperous, it is likely the family paid for William's education, although there is no evidence he attended university.

In 1582 William, aged only 18, married an older woman named Anne Hathaway. They had three children, Susanna, Hamlet and Juliet. Their only son Hamlet died aged just 11.

After his marriage, information about the life of Shakespeare is sketchy but it seems he spent most of his time in London – writing and acting in his plays.

Due to some well timed investments Shakespeare was able to secure a firm financial background, leaving time for writing and acting. The best of these investments was buying some real estate near Stratford in 1605, which soon doubled in value.

It seemed Shakespeare didn't mind being absent from his family – he only returned home during Lent when all the theatres were closed. It is generally thought that during the 1590s he wrote the majority of his sonnets. This was a time of prolific writing and his plays developed a good deal of interest and controversy. His early plays were mainly comedies. By the early Seventeenth Century, Shakespeare had begun to write plays in the genre of tragedy. These plays, such as *Hamlet*, *Othello* and *King Lear*, often hinge on some fatal error or flaw in the lead character, and provide fascinating insights into the darker aspects of human nature. These later plays are considered Shakespeare's finest achievements.

A. Find the words, from the above text, which have similar meaning to the following.

a. kids

c. dramas

b. shut

d. actual

B. Complete the following sentences supplying appropriate words/phrases from the text:

- a. He married an older woman named Anne Hathaway in.....
- b. He composedand 154 sonnets.
- c. The best of these investments was buying some..... estate near Stratford in 1605.
- d. The later plays are considered Shakespeare'sachievements.

C. Answer these questions:

- a. What was his father's profession?
- b. How did he spend most of his time?
- c. When did he start to write tragedy?

2. Read the following text and do the activities given below:

One of the reasons why so many children start smoking is that they see adults smoking: they think that it's a "grown- up" thing to do. They smoke in order to impress their friends and also because they don't really believe that cigarettes will do them any harm. Quite reasonably, they are not impressed when adults warn them about the dangers of smoking: if smoking is so dangerous, why do so many adults do it?

Smoking can cause cancer, bronchitis and heart diseases. The nicotine inhaled from cigarettes makes the heart beat faster, and makes the arteries contract: this can lead to blockage in the arteries, particularly in the legs. Cancer and bronchitis are caused by the tar and carbon monoxide taken into the lungs. Although these harmful effects are well known, people continue to smoke. Some people carry on even after having a heart attack or leg amputated

Action on smoking and Health exists in order to make the public more aware of dangers of smoking. It tries to make people give up the habit by organizing anti smoking campaigns, and it especially concerned with limiting cigarette advertising. So far, it has succeeded in persuading the government to ban cigarette advertising on television.

A. Find the words, from the above text, which have opposite meaning to the following :

- a. followed
- b. given
- c. expands
- d. enters

B. Write 'True' or 'False' against the following statements:

- i. They smoke in order to impress their friends.
- ii. Government has banned cigarette advertising on television.
- iii. Smoking can cause cancer, bronchitis and heart diseases and many more.
- iv. Although harmful effects are well known, people continue to smoke.

C. Answer these questions:

- a. Why do small children smoke in their early age?
- b. What are the causes of smoking?
- c. What should government do to discourage smoking?

3. Read the following text and do the activities given below:

The Internet is like a network of networks where any computer can link up to information stored within it. It is accessed by a telecommunications line and a modulator-demodulator (MODEM). It is brought to your computer screen by converting analogue telephone signals into digital computer signals. There are many advantages and disadvantages on the Internet.

The main advantage of the Internet is that communication is made very easy. Two people on opposite sides of the world may communicate with each other via such things as video conferences. This would save money on flights to other countries just to have a meeting when they can each communicate from their own office.

The Internet is a very good place to advertise companies. Businesses can build their own websites and buy their own memorable .com domains. This can be where they explain their company and the services they offer. Some can even offer home delivery directly from the Internet with things such as home shopping. This makes life very easy for disabled people or people with busy lives who have no time to go shopping.

Other services the Internet has to offer are things such as Online Banking. This is often quicker and easier for people so that they can carry out transactions over the web to anyone in the world without the hassle of writing cheques. It can also help them to keep abreast of their bank details more quickly and sufficiently.

As well as Online Banking, the Internet offers things such as home shopping. You can buy almost anything off the Internet and have it delivered to your door. The Internet is an endless source of information. Practically anything you could ever need to look up is provided online and can easily be found with the use of a search engine. This can help in educational purposes and for research. Also this information is updated all the time and is much more up-to-date than Newspapers.

A. Find the words, from the above text, which have similar meaning to the following:

- a. business firm
- b. benefit
- c. fine
- d. assist

B Complete the following sentences supplying appropriate words/phrases from the text:

- a. The Internet is ansource of information.
- b. It is brought to your computer screen by convertingtelephone signals into digital computer signals.
- b. They can carry out..... .
- c. The Internet is a very good place to..... companies.

C Answer these questions:

- a. What is an Internet?
- b. How does on-line banking help people?
- c. What does MODEM stand for?

Unit Three: Writing

In this unit, we will practise writing some texts, for example, paragraph, short story, essay, letter, news report, news story, rules and regulations, interpreting chart table and diagram, and completing broken dialogue.

Lesson One: Writing Short Story

Composing a short story is an essential skill for secondary level students. Besides, it is equally important to develop creative and imaginative skills along with expression in English. This lesson, therefore, attempts to help students in their efforts to compose a short story in English. This activity falls under controlled writing component in the secondary level curriculum.

What you need to Know:

In the test paper, students get an outline with certain information about the content of a story. While developing the outlines into a story, you need to make sure that your story follows a general pattern of language and ideas. Please read the following points:

- Read through the outline, and judge what the story is about.
- Think of the title and the moral that best suits the outline.
- Make sure there is mostly the past tense used throughout. Because actions in the story refer to the past time, the verb forms and time words also should refer to the same.
- Use the verbs in “V2, had V3 and was/ were V-ing” forms, e.g. There was an old lion; The lion could not go for hunting; The lion saw a man coming along the path; etc.
- Use markers, such as: Then/ After that/ Soon/ Immediately after that, etc. so that sentences give a more clear meaning. For example: After that, the lion made a plan. It walked slowly...
- Include appropriate, adverbs and imagery all the way through.

- Make sure that there is a short description of the place, time, weather, etc. of the story. This description gives the setting for the story.
- Mention a bit about the main character/s: how they are; what their qualities are; what their problems are, etc.
- Make sure that there are actions/ events flowing in sequence- one activity after another.
- Make sure that there is a conclusion after the events.

Go through the points below:

A story contains certain matters. We can call them the setting, the characters, the problem, the solution and the conclusion. Take the following points as an example.

Where did the story take place?

In a farm/ In a village/In a city/ At the mountains/ In the forest

When did the story take place?

A long time ago/ Long back in the past/ Once upon a time

Who were the characters?

A boy/ A girl/ An animal/ A man/ A woman/ A spirit/ A machine/ A thing/ A plant

What was the major problem with the character/s?

He/ She was caught stealing/ told a lie/ heard a secret/ lost something/ was captured/ was lazy/ was under a spell/ had an enemy/ forgot something/ broke something

Inner trait that causes the original problem:

He/ She is greedy/ doesn't follow advice/ is lazy/ is pessimistic/ is blindly in love/ is angry and seeks revenge/ lacks confidence/ is foolish

Inner trait that leads to a solution:

The boy was courageous/ kind/ generous/ clever/ loyal/ strong/ optimistic

Conclusion:

The boy was rewarded/ was transformed/ got a gift/ lived well, etc.

Read the sample story below and note how the different parts are developed.

Title

Haste Invites Waste

Opening: write about the characters and the setting. Set the mood.

Once there were three young friends in a village. They had recently completed college education from a town. They were searching for a job but they could not get one. There were no offices and factories in the village. In the city as well they did not have anybody to help find a job. They were tired of moving from door to door of offices, factories and stores. Therefore, they thought of starting their own business. Each of them talked to their parents to give some money so that they could start a business in the town.

Build up: write about what events happen; what the characters are going to do; what leads up to the problem.

When they reached just outside a hotel in the town, they stood nearby and talked about buying the hotel. While they were talking, a man heard them. He was standing beside them, at the entrance of the hotel. He knew that they had big sum of money and he immediately made a plan to cheat them. He said to them, "I'm the owner of this hotel. Do you want to purchase this hotel? How much money do you have?" They honestly replied how much they had. They believed in what the man said. The three friends gave him the money. Then the man said to them, "Look, these are papers of the hotel. Take these papers and you are the owners of the hotel now."

Dilemma (Problem): write about something that goes wrong (It is something terrible; it is a problem).

They happily went into the hotel and had a good lunch. After a while, a waiter asked them to pay the bill. But they said, "We are the new owners of this hotel." But the waiter insisted to pay because they were not the owner of the hotel.

Resolution: Write about how the problem is sorted out in some way.

Then, the real owner of the hotel came there. He examined the papers, and found that those were fake papers. The boys felt a complete loss. They wanted to catch up the man who had taken the money. But he had already left. Now, they realized they were really cheated.

Ending: what has been learnt? How have characters changed?

The hotel owner gave them an excuse. He also knew how sad the boys were feeling. Then the boys learnt a lesson 'haste invites waste'. If we decide without thinking well, we will suffer.

Read another sample below, and note how the given outline has been developed.

An old lady becomes blind – calls in a doctor – agrees to pay large fee if cured, but nothing if not – doctor calls daily – put eyes on lady's furniture – delays the cure – everyday takes away furniture – at last cures her – demands his fees – lady refuses to pay – saying cure not complete – doctor brings a court case – judge asks why she will not pay – she says sight not properly restored – she cannot see all her furniture – judge gives verdict in her favour – moral

An Old Lady and a Clever Doctor

Once upon a time, in a village there lived an old lady. The lady was rich. She had a nice house, good furniture, but she was all alone at home. Therefore she had to manage everything for herself. This is why she was getting more and more problems. One day, she felt that her eyes had stopped functioning. She could not see things around, and she was purely blind after some days. Then, she needed a doctor at home, and so she called in a doctor for treatment. The doctor examined her and demanded a large amount of money for curing her eye-sight. She agreed to pay that large fee to the doctor if her eye-sight became all right. But she said she would not pay anything if she was not cured. The doctor accepted that. He was called upon to treat her every day. When he saw the valuable things inside, he was lured looking at them. Then he began to take away the furniture thinking that the lady couldn't see. He delayed his treatment to take all the furniture. After some days, she was cured and the doctor demanded the money. She refused to pay saying her eye-sight had not been restored yet. She told like that because she didn't find her valuable furniture in her home and

she knew all was taken by the doctor. The doctor brought the case into the court. He told all his plaint to the judge. Then the judge asked the lady why she would not pay. She replied that her eye-sight was not properly restored because she couldn't see her all valuable furniture. The judge understood everything and gave verdict in the favour of the old lady.

This story teaches us a lesson that when you try to deceive others, you will be deceived in turn.

Now, read the following outlines, and attempt to develop them into full stories.

1. A servant of a scientist.....sees all the experiments.....feels himself expert.....plans to abandon his master.....tries his luck.....gathers some innocent students.....performs experiment on frog-cuts its one leg and commands it to jump.....jumps relatively in low speed when the legs cut one after another.....completely stops to move when all four cut-concludes-frogs don't hear when all legs cut.....moral.
2. Three artists compete - one paints a wreath of flowers - a bee comes and sits on the picture -another paints a basket of fruit - an ox tries to seize it - the third paints a curtain - all the three pictures placed before the judge - the judge tries to raise the curtain - the pictures judged the best - it deceives a man - other only insect and animal - moral.
3. A king disappointed - his people lazy - to teach them a lesson he had a big stone put in the middle of the road one night - next day merchants pass and go round it -an officer driving his car did the same - a young soldier came cycling, did the same - all cursed the stone and blamed the government for not removing it - then the king had the stone removed - many people watched it - under it was an iron box, marked, "For the man who moves away the stone" - inside was a purse full of money - the people were ashamed - moral.
4. Androcles- slave - runs away - lives in a cave in the desert - a lion comes limping - thorn in its foot - Androcles pulls out the thorn - lion grateful - soon after Androcles caught - condemned to be thrown to lions - one lion not touches him - lays at his feet - same lion - master hears Androcles story - pardons Androcles - sets lion free- moral.

5. A bee falls into a river - a dove flies past - drops a large leaf into the water - the bee climbs on to the leaf - flies away-a hunter takes aim at the dove-the bee stings him - the dove is saved.

Lesson Two: Writing news story/news report

Introduction

A newspaper is a publication that is issued daily or weekly. It includes local and international news stories, advertisements, announcements, opinions, cartoons, sports news and television listings. A piece of writing, or a story about an event to be published in a newspaper is called a news story.

What you need to Know:

It is important to know the sections of the newspaper and what information each one contains. Every newspaper story has to answer the following questions:

The 6Ws

Who? - who is the story about?

What? - what is the story about?

Where? - where does the story take place?

When? - when does the story take place?

Why? - why is this happening?

How? - how did this story happen?

There are certain things common of all news stories.

- The title follows a pattern like this :

SOMEONE	IS/ DOES	IN/ AT/TO/ FOR/	SOMETHING
	→	→	→
Sunil ↓	Blamed ↓	for ↓	Shooting ↓
Couple	Weds	in	Three Minutes
Students	Demand	for	Hostel Facility
Managers	Taken to Court	for	Corruption
15	Killed	in	Bus Accident

- The first paragraph gives the answers to the most important of the **5 W's and 1 H** questions (What happened? Where and when did it happen? How did it happen? Why did it happen? What happened after the main event?)
- The rest of the paragraph elaborates on the information given in the opening with background information, a quotation or a statement about the news and details about the story.

Study the following news story.

The Himalayan Times	(The Publisher)
Monday, March 23, 2015	(Date of publication)
Swine Flu Kills 20 in Pokhara	(The headline)
HNS, Pokhara, by Anil Mishra.	(Source, place, reporter)

The infectious Mexican flu, Swine Flu has caused at least 20 deaths (**what happened?**) in Pokhara valley alone during this month (**where and when happened?**). The flu is said to have spread throughout Pokhara valley at an alarming rate.

Local health personnel claim that the disease appeared there because of the inflow of Mexican tourists in Pokhara (**how did it happen?**). “When an infected person gets into contact with a normal person, the disease easily transfers to another” said a medical professional (**what do the witness/ participants say?**). More than 70 people are at different hospitals for the treatment of the flu.

Meanwhile, the District Education Office has announced a 7- day school closure due to the fear of further disaster. The administration has requested the public to wear an air-mask for health safety (**what happened after the incident?**).

The language of news story:

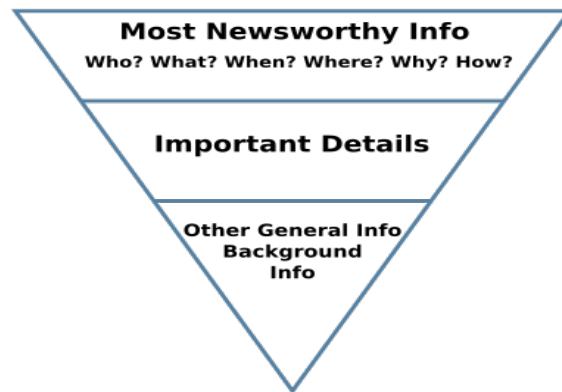
1. We use the past simple tense (V2) to talk about actions completed at a definite time in the past. When you are writing news reports you should use the past simple to describe what happened. Here are some examples from the model:
 - The man grabbed Rs. 20,000 and ran out.
 - “He lined up like other clients, but looked rather odd. He wore a hat and looked rather nervous. His eye movements were a little unusual,” she said.
2. Always use the past simple with these adverbials:
 - A bank was robbed in Kathmandu yesterday afternoon/ evening/ morning / last night/ last week/ last Monday.
3. You will notice that most of the verbs in the model are in the active voice. Where possible, use the active voice – it is more direct. However, there will be time in

your writing when you will have to use the passive voice, especially when it is not so important who did action:

- Two men were arrested after the robbery.
 - The injured woman was admitted to hospital.
 - He was certified dead on arrival at hospital.
 - It is thought that three died in the accident.
 - Three people are thought to have died in the accident.
4. You can use a relative clause to add relevant details:
- The suspect, who is believed to be an immigrant, is still at large.
 - Mr. Kamal, who is in his early-thirties, was admitted to hospital at 2:30pm.
 - Seven of the injured were discharged from Bir Hospital, where they were taken after the collision.
5. The title of the news is generally written in the present tense active form.
- Nepal Beats India by 3-0
 - Business Expo Starts in Kathmandu
 - Bus Accident Kills 10
 - President Welcomes the Foreign Guests
6. Sometimes the passive voice is also used in the titles, but without the use of 'Be' verbs (is/ are/ was, etc.)
- Airplane Force Landed
 - House Model Inaugurated

The Structure of the News

Newspaper stories use a different form called "The Inverted Pyramid". This means that the most important news comes first in the story. News items are arranged in descending order of newsworthiness, so that the main detail comes first and the minor detail last. The latter part of the story contains details which are helpful, but not essential. Study the following structure.



Read the sample news story below and note how it has been structured.

Headline: Children Escaped Serious Injury

Source: By Reema Singh

Place and date: New Delhi, June 20.

More than 30 children escaped a serious injury when a school bus crashed in Delhi today, reported by the local traffic police inspector. (*what/ when/ where*). The 36-seater bus, which was carrying children to Delhi Public School, ran off Potala Road. It narrowly missed an electricity pole and came to rest with most of its windows smashed in a garden. The ill-fated bus was carrying the students of secondary school. They were returning home after school. Some of them were looking at their homework and some of them were eating their left tiffin. (*Details*). Eye-witnesses said the children were helped from the bus screaming and shouting and in a state of panic. Although none of the children was seriously hurt, some of them were grazed jumping out of the bus and some of them had small cuts in their body. A pedestrian said, "There should be a good traffic rule for school buses in town." (*Witness's saying/ quote*).

Read another sample below, and again note how it has been structured.

<p style="text-align: center;">The Republica Daily Monday, February 23, 2015 Bus Mishaps at Bhimphe</p> <p>RSS, Bharatpur, RD correspondent.</p> <p>A passenger night bus, Ba 2 Kh 2860 belonging to Sajha Yatayat got a fatal accident killing 15 passengers on the spot. The accident occurred after the bus collided with a loaded truck at a turning at Bhimphe yesterday evening. The bus was coming to Kathmandu from Dharan carrying 56 passengers. While it arrived at a turning at Bhimphe, a fully loaded truck with buffaloes hit against it from the opposite direction. All the buffaloes ran away unharmed, but the bus was damaged greatly. 17 passengers are in serious condition and have been taken to Bharatpur Hospital.</p> <p>Meanwhile, the Sajha Yatayat has announced a compensation of Rs. 100, 000,- to each family of the dead.</p>
--

Read another sample below, and note how the given outline has been developed into a full news report. .

<p>A bus Narayangarh.....Kathmandu.....accident.....brake fail.....near Devghat.....three die.....12 injured.....5 serioustaken to</p>
<p style="text-align: center;">Three Die in Bus Accident</p> <p>Bharatpur, August 25 (KP)</p> <p>A minibus going to Kathmandu from Narayangadh met an accident at Ramnagar near Devghat , Three passengers died on the spot while 12 have been injured. They have been admitted to the hospital. According to the reporter, 5 people who were seriously injured have been sent to Kathmandu. People guessed the brakes might have failed at the narrow hilly road while the bus was at a high speed. Police are studying the case.</p>

Now, read the following outlines, and attempt to develop them into full news reports.

<p>Kathmandu, Mahendra Police Club(MPC) beat Manang Marsyangdi Club (MMC) ____ by 3-1____ Hari Khadka scored 2____ Mr. Khadka man of the match____ MPC coach said he played well____ MMC coach said luck didn't favour them____ Sports minister at concluding ceremony____ medals and certificates____ thanks and congratulations.</p>
--

Kathmandu, a bus from Pokhara___ accident___ break failure___ near Devagat, Chitawan___ three killed___ 12 injured, five serious___ hospitalized in Kathmandu___ rescue operation by police and army___ driver under custody___ investigation going on.

University Opened--University of information Technology – opened among a big crowd at Patan – built from the grant financial support of China – project started in 1995 – ended in 2004 – has the capacity for 200 students a year – best wishes from the minister of education.

Flights to eastern hilly region cancelled
Flights to eastern hilly region - cancelled - bad weather condition- passengers, stranded at Biratnagar Airport - flights to Suketar, Bhojpur, Lamidada, Okhaldunga -
also cancelled - dense fog in these districts - regional office of NAC reported - Rumjatar airport most affected by fog - chief of NAC said.

Lesson Three: Interpreting Charts and diagram

Introduction:

Charts, tables and graphs are visual representations. They are used to organise information to show patterns and relationships. A graph shows this information by representing it as a shape. Researchers and scientists often use tables and graphs to report findings from their research. In newspapers, magazine articles, and on television they are often used to support an argument or point of view. Description and interpretation of these pictorial representations of data is a very important skill a student in the secondary level is expected to master.

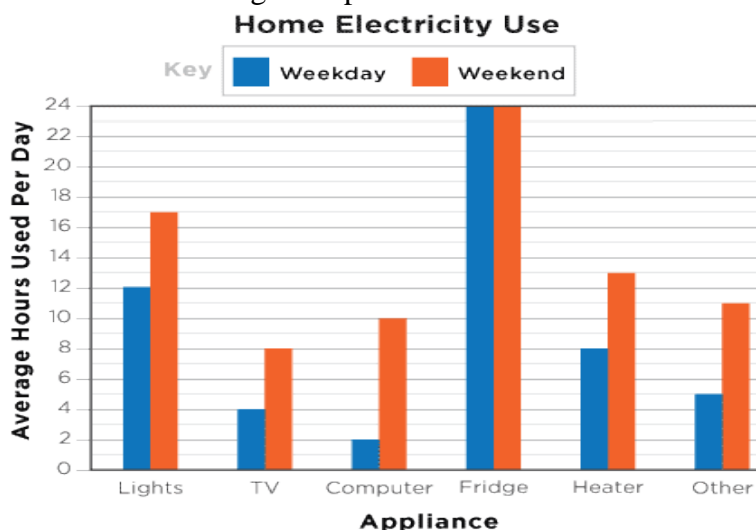
In order to begin with this task, it is important that you can recognize what type of chart it is: a pie chart, a bar- diagram, a table, a flow chart, a timeline, etc. These different types of pictorial display should be studied differently. The section below presents some information on how to understand and interpret different types of charts.

What you need to Know:**i). Bar Diagram**

A bar diagram contains bars standing up a base. These bars are measured with units. When you write about a bar diagram it is important to look first at the title. This tells you what information the diagram displays and you can use this information in your description. Then look at the X (left to right) and Y (top to bottom) axes. The titles of these axes sometimes give you information you can use in your description. It is important also to look at the bar units on these axes. When describing these charts you need to make comparisons among the bars, and sometimes you also need to group together any columns which have broad similarities. While attempting to write a short description of this graph ask yourself (and answer!) the following questions:

- What exactly does the chart show? (Use the chart title to help you answer this question)
- What are the axes and what are the units?
- What similarities are there?
- Is it possible to put some of the columns into one or more groups?
- What differences are there?

Let's have a look at the following example.



This bar diagram shows how many hours per day different types of appliances (TV, Fridge, etc.) are used at home on the weekend and during the weekdays. There are

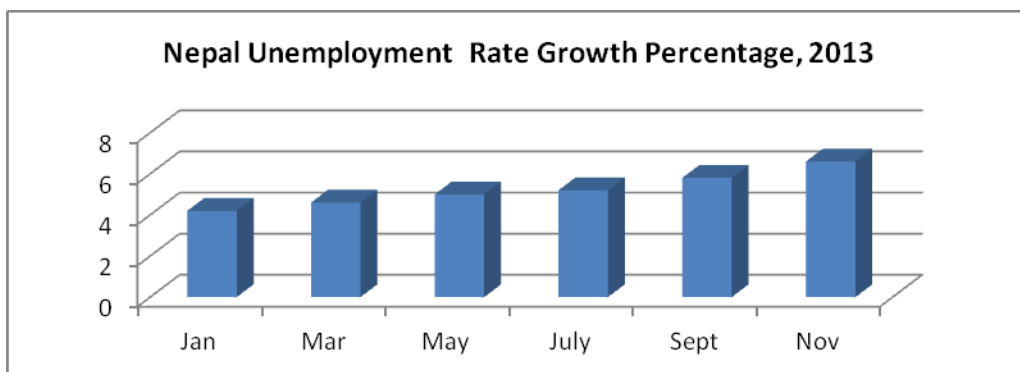
six types of appliances (e.g. Lights, TV, Computer, Fridge, Heater and Others). Their use at home is measured in hours per day. The hours are measured at the interval of two hours each, from 0 hour to 24 hours of the day. The light dark bar shows the amount of use on weekends (Saturday and Sunday) and the dark bars show for the week days (Monday to Friday).

Now observe the diagram more deeply, and choose the best answer for the questions below.

1. What does the bar graph/ diagram measure?
 - a. Kilowatts used by appliances
 - b. Hours appliance used per day
 - c. Total electricity per year
 - d. Hours appliance used monthly
2. What do the numbers in the vertical axis (top- bottom) of this graph represent?
 - a. Hours in a day
 - b. Days of the week
 - c. Types of appliances
 - d. Amount of electricity used
3. Which appliance has the most total usage?
 - a. Fridge
 - b. Heater
 - c. Lights
 - d. Television
4. What is measured by the light dark bar?
 - a. Amount of electricity used
 - b. Weekday: hours of use
 - c. Number of appliances used
 - d. Weekend: hours of use
5. On average, how many hours is the computer used on a weekday?
 - a. 8
 - b. 16
 - c. 2
 - d. 10

6. How many hours a day on average is the heater used on weekends?
 - a. 5
 - b. 8
 - c. 13
 - d. 14
7. Which appliances are used for an average of 5 hours a day more on weekends than on weekdays?
 - a. Lights and Television
 - b. Television and Other
 - c. Lights and Heater
 - d. Heater and Computer
8. After the refrigerator, which appliance is used the most on weekdays?
 - a. Television
 - b. Heater
 - c. Lights
 - d. Computer
9. Which appliance is used twice as many hours on the weekends as it is on weekdays?
 - a. Lights
 - b. Computer
 - c. Refrigerator
 - d. Television
10. Which appliance is used for more hours on weekdays than on weekends?
 - a. Lights
 - b. Computer
 - c. Refrigerator
 - d. None of the above

Now read the sample interpretation below, and note how a diagram is interpreted.



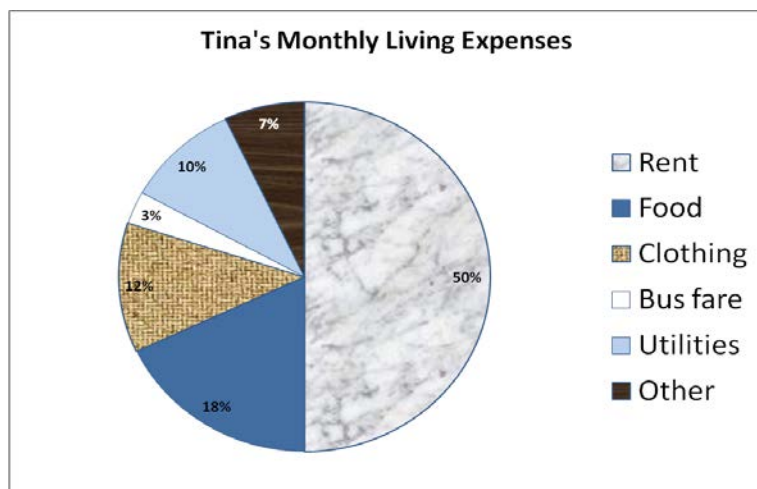
The bar graph above shows figures for unemployment rate growth in Nepal in the year 2013. It is clear from the chart that the rate of unemployment **grew steadily** during the year 2013.

In the beginning of the year 2013, in January, the unemployment growth rate was 4.0 per cent. After two months, the figure **rose slightly** over to 4.4 per cent. Then again, in two month period ahead, it **grew to** 4.8. In the continuous **upward trend**, the unemployment rate reached 5 percent in July and by September 2013, the rate **reached to** 5.4 percentages. In the end of the year, the rate **reached the highest point** of all months, i.e. 6.2 percentages. The unemployment rate **grew a lot** during the final two months of the year. The figures show that unemployment rate in Nepal has been growing constantly.

ii). Pie Chart:

A pie chart displays data, information, and statistics in an easy-to-read 'pie-slice' format. Here, the bigger the slice, the more of that particular data is gathered. The shape of a pie in a pie chart is the percentage of the data. The main use of a pie chart is to show comparison among data; you can easily see which item is the most popular and which is the least popular.

In order to understand the information contained in the pie chart, you need to make sure that you have checked all the information given in the legend box and in the slices. Then, you need to clearly know about what information it contains: how many slices; what has the biggest slice represented, which one is the smallest; what contents are given, etc. Then only can you interpret the chart in writing. Let's take an example.



Now read the interpretation of the above pie chart.

The above pie chart shows the distribution of Tina's monthly expenses. According to the pie chart the largest chunk of her income goes to rent. It shows that 50% of her total expenses is allotted to rent. Similarly 18% of her monthly income goes to food. This category takes the second largest percentage of her expenses. The pie chart reveals that 12% of her expenses is meant for clothing whereas 10% goes to utilities and 3% of her total expenses is allotted for bus fare. According to the pie chart Tina uses 7% of her expenses for other categories except the mentioned ones. The chart reveals that she has no saving at all. It is always wise to save certain per cent of one's income for the hard times.

iii). Table:

Study the following table and read the interpretation given below:

Weather		
FORECAST: Fair but likely partly cloudy towards afternoon in the eastern hilly regions. The temperature recorded in various places on Saturday.		
PLACES	MAX. TEMP.	MIN. TEMP.
Kathmandu	24.5	7.2
Dadeldhura	20.2	8.3
Dhanghandi	26.2	9.8
Birendranagar	25.2	9.3
Nepalgunj	28.0	11.5
Nagarkot	16.0	9.0
Jomsom	16.0	-1.5
Bharatpur	28.3	11.3
Dharan	25.6	11.0
Source: Meteorological Forecasting Division, Department of Meteorology and Hydrology, Kathmandu		

Interpretation:

The table above shows the weather forecast as well as the maximum and minimum temperatures recorded in different places round the country. The forecast clearly states that the weather will mainly remain fair throughout the country except for the chances of getting partly cloudy towards the afternoon in eastern regions. The table shows that Bharatpur remained the hottest with 28.3 degrees maximum and 11.3 minimum whereas Nepalgunj remained the second hottest place experiencing 28 degrees maximum and 11.5 minimum. The table reveals that Jomsom, as usual, has

been the coolest of all, experiencing 16 degrees maximum and -1.5 recorded as minimum temperature. Nagarkot with 16 degrees maximum and 9 minimum and Dadeldhura experiencing between 8.3 and 20.2 followed the list of coolest places. According to the table, Dhangadhi with 26.2 and 9.8 degrees remained quite hot round the day whereas Dharan, Birendranagar and Kathmandu experienced pleasant day with moderate records of 25.6 and 11, 25.2 and 9.3 and 24.5-7.2 degrees respectively. The residents in the eastern regions can expect to have more pleasant weather in the next 24 hours as they will have partly cloudy afternoon.

What You Need To Know

While attempting to interpret a pictorial text into a paragraph, consider the following points.

Make sure that you include the three stages of interpretation in your writing. They are introduction, description and opinion. An interpretation is like when someone wants to buy a house. In the process of buying the house, one looks at the location, colours, floors, and other outer features (the introduction). Then, the search goes into the rooms, inside materials, strength of pillars, contents in the bathroom, and so on (the contents/ message). Then finally, there will be a comment: Yes this house is what fits me because it has these features; or one says that the house is unfit because of these features (the opinions). Please read through the points below to get the idea of how to interpret a pictorial text.

Introduction

Start writing with what the diagram is about. Mind the title of it and do not forget to include the source. You might start as:

- This is a pie chart. It shows..... The chart is divided into parts.
- The given bar diagram is about
- The table deals with

Contents and message of the diagram

- In this section, include all the relevant information contained in the chart/ diagram. Make sentences after sentences for all the data there. Here, you might start as:

- According to the chart/ diagram,
- As can be seen from the chart/ diagram/ table/ graph that.....
- We can see in the chart/ diagram/ table/ graph that.....

Conclusion/ opinion

In this part, mention your opinions regarding the information presented in the chart/ graph. You can comment in short and conclude what sort of situation is presented there. Also, you can mention significant information presented in the chart.

Language used in the interpretation of charts/ diagrams

i). Use of tenses

Make sure that there is the correct use of tenses when describing a chart. If the chart deals with facts in the present use the Simple Present (v^1 / -s); if the facts are the past, then use the simple past (v^2). If there is a connection between the past and the present, use the present perfect (has/ have + v^3). For example: The line graph shows that The highest temperature was recorded at Bharatpur on Saturday.

ii). Use of appropriate phrases

The phrases given in the list below helps you make your writing more effective.

- The bar chart deals with ...
- The line graph (clearly) shows ...
- The slices of the pie chart compare the ...
- The chart is divided into ... parts.
- It highlights ...
- ... has the largest (number of) ...
- ... has the second largest (number of) ...
- ... is as big as ...
- ... is twice as big as ...
- ... is bigger than ...
- more than ... per cent ...
- only one third ...
- less than half ...

- The number ... increases/goes up/grows by ...
- The number ... decreases/goes down/sinks by ...
- The number ... does not change/remains stable
- I was really surprised/shocked by the ...
- So we can say ...

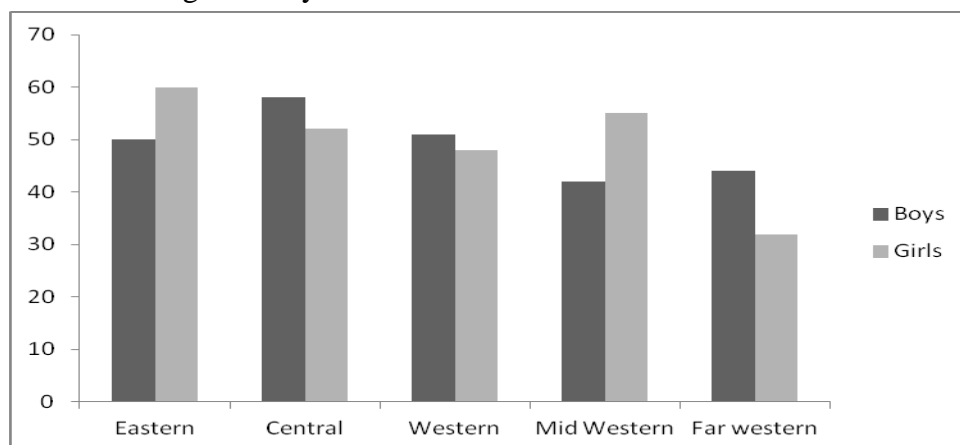
Exercise:

Now go through the exercises below.

1. Interpret the following bar graph in your own words.

SLC Result, 2065

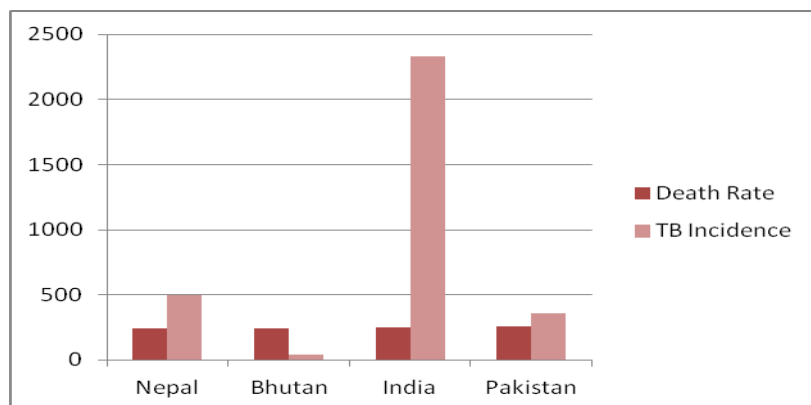
Pass Percentage of Boys and Girls



2. Interpret the following bar graph in your own words.

Estimated Death Rate and TB Incidence

In South Asian Countries, 2014



3). Interpret the following table.

Bankali Night Bus Service,Gongabu 254563, 256631 Timetable			
Destination	Bus Number	Arrival	Departure
Nepalganj	3422	8.45 am	3:00 pm
Dhangandi	2354	8.30 am	3.15 pm
Butwal	1675	7.30 am	4:00 pm
Birganj	3211	5.30 am	6.30 pm
Janakpur	1901	6:00 am	6:00 pm
Biratnagar	3200	7.30 am	3.30 pm
Dharan	2445	7.30 am	3.30 pm
Kakarbhitta	3331	8.30 am	3:00 pm

Lesson Four: Writing Rules and Regulations

Introduction :

You must have realized that you have to follow certain rules when you visit the zoo; or when you are sitting in a hospital as a caretaker for someone sick there. When you want to inform the public about what things are allowed to do, or not, you are telling them the rules of the place. There are rules everywhere: in school, in the public places, and in private homes as well. Sometimes these rules are placed openly written on signboard, and sometimes they are printed in paper. In this section, you are going to learn and practice how rules and regulations are expressed in English.

Look at the three pictures below.



Picture 1



Picture 2



Picture 3

Looking at Picture 1, we understand that we can't take photograph at this place. We can express it as:

- a. You are not allowed to take photograph here.
- b. Taking photograph is prohibited here.
- c. You must not take photograph here.
- d. You are not permitted to take pictures here.
- e. Taking pictures is strictly forbidden here.
- f. Cameras are strictly prohibited here. Can you try writing similar sentences for pictures 2 and 3 ?

Picture 2

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Picture 3

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

What You Need To Know

While using such statements, or pictures, we are expressing rules and regulations. In other words, we are telling that something is allowed to do, and something is not allowed to do. In doing so, we are expressing obligation, prohibition, necessity and permission. In English these different functions are expressed differently. Study the following examples for further clarity.

- A. *Permission (can/may/could/mustn't/be allowed to...)*
 - You can bring a friend to the party if you want.
 - You are not allowed to take a camera inside the temple.
- B. *Obligation/no obligation/ or necessity (has to/ must/ should/ need to/be required/be supposed to...)*

- Passengers should keep their handbags with themselves.
- You mustn't eat so much chocolate, you'll be sick.
- You should not smoke. It's bad for you
- Students have to wear uniforms at school.
- You are supposed to arrive on time for this job.
- He has to finish it tomorrow.
- If he wants to go to England, he must obtain a visa first.

C. *Prohibition (can't/ mustn't/ Be not allowed to/ Be not permitted to...)*

- Parking is strictly prohibited between these gates.
- Students aren't allowed to come too late to school.
- Drivers mustn't park their cars here.
- It is forbidden to walk on grass.
- Smoking isn't permitted in hospitals.
- People aren't permitted to throw rubbish here.

Study the examples below and observe how rules are prepared:

Rules at a Hotel

- a. Guests must check out before 12pm.
- b. Guests mustn't smoke in the rooms.
- c. Room keys have to be left at the reception as the guests go out.
- d. Staff don't have to work on weekends.
- e. Staff can have sick leave for five days.
- f. No breakfast will be served after 10:00 am.

Rules at a school

- a. Class begins at 9:30am, so you have to be on time every morning.
- b. Students are not allowed to go out of the class without the permission of the teacher present there.
- c. All the students have one hour for lunch, so you have to be back in the classroom by 1 o'clock.
- d. All the students must be in their well ironed, clean school uniforms. No students in out dresses will be allowed the entry at the gate.
- e. Making unproductive noise during the class hours is strictly prohibited for the students.

- f. Regularity is a must on the part of every student. In case some emergency, applications duly signed by the parents must be produced in front of the class teacher the following day.

Chitwan National Park

Rules and Regulations for the Visitors

The rules and regulations are decided by the National Park Management Committee for the safety of the park and benefit of the visitors. Therefore, visitors are expected to do accordingly.

1. Visitors must obtain a certified permit from the nearest booking offices of the Parks authority before entering the National Park. They are strictly prohibited to get an entry without a permit.
2. Visitors must not capture, poison or disturb any animal. Any attempt to poach/ kill the animals in the park will be seriously punishable.
3. Visitors are supposed to observe the wildlife decently, without disturbing the animals' activities.
4. Visitors can take pictures of animals. But video recording animals' activities is prohibited.
5. Visitors are allowed to eat inside the park. However, they are not allowed to feed animals here.
6. Visitors can enjoy all the services of the park following due processes.
7. Garbage must be disposed off in the designated places only.
8. Activities causing any disturbance to the fauna and flora are strictly prohibited and will result in strict punishment.

Here is an exercise for you to get to know the common decency level in different places. Choose the best alternatives for completing the sentences below.

1. I _____ watch TV after nine o'clock on weekdays when I was a child.
a. wasn't allowed to b. hadn't to c. didn't need to
2. You _____ play near the road. You'll be run over and killed!
a. don't need to b. mustn't c. may not
3. You _____ drive a car unless you have a license.

- a. mustn't b. don't need to c. are not allowed to
4. When I was 13, I _____ go out alone.
a. had to b. didn't need to c. was allowed to
5. Most working people _____ pay tax every year.
a. can b. have to c. must
6. I love Saturdays as I _____ get up early.
a. mustn't b. can't c. don't have to
7. In most countries, children _____ go to school until they are 15 or 16.
a. must b. can c. have to
8. For travelling to other countries, you _____ get a visa.
a. should b. must c. have to
9. If you want to drive on the roads, you _____ pass a driving test.
a. have to b. must c. are supposed to
10. You can play in the park but you _____ swim in the lake. Is that quite clear, children?
a. mustn't b. shouldn't c. are not supposed to

Match the following halves to make appropriate sentences.

A customer has to	complete all assignments in time.
In democracy, you are allowed to	take photos of animals from a distance.
Students are supposed to	follow whatever the seniors think good for him/ her.
A foreigner can't	open and join parties of your wishes.
At zoo, visitors are permitted to	if you want to be absent from work.
You are prohibited to	make personal phone calls while at work.
A junior is supposed to	smoke in the public places.
You must request in writing	own a house unless he/ she is permitted.
You mustn't	check the prices of goods well before buying them.

You are by now clear that we use the following words/ phrases to express rules and regulations:

allowed to, not allowed to, be prohibited, restricted to, supposed to, should, shouldn't, must, mustn't, have to and don't have to, can, may,

Decide whether the following rules are “fair” or “unfair” in a workplace setting. Give your reasons.

Fair Rules At Work		Fair?	Unfair?
1.	Smoking is not permitted in public buildings. Reason:		
2.	Workers are required to pay 60% of their wages in tax. Reason:		
3.	Employees are allowed to take 3 fifteen-minute coffee breaks a day. Reason:		
4.	The boss is permitted to fire employees at anytime without notice. Reason:		
5.	The boss is required to provide medical insurance for employees. Reason:		
6.	Employees may not get married without the boss's permission. Reason:		
7.	Employees must not drink or do drugs at work. Reason:		
8.	Employees must be on neat and clean dresses suitable to the seasons. Reason:		
9.	Female employees are not allowed to wear trousers to work. Reason:		
10.	Male employees are not permitted to wear earrings or necklaces to office. Reason:		

Exercise:

Now, practice writing rules and regulations for the questions below.

1. Write a set of rules and regulations for the examinees in the exam hall.
2. Write a set of rules and regulations for the passengers during the flight.
3. Write a set of rules and regulations for the guests at a hotel.
4. Write a set of rules and regulations for the devotees at a temple.
5. Write a set of rules and regulations for the visitors at the zoo.

Lesson Five: Completing Broken Dialogues

Introduction

A dialogue is a conversation between two or more people. Reading or writing a dialogue gives you a feel how language is used in real life. In a dialogue there are characters who give a live flavour to what has been written. Because it is a conversation, a dialogue duplicates the real speech with its addition of a more exciting, interesting, emotional, and dramatic words.

What You Need To Know

While attempting to complete a broken dialogue, keep in mind the following points.

- Read the whole dialogue once and try to get an overall idea of what it is about.
- Look through the lines; find out how many characters there are.
- Find out which characters' roles have been left vacant.
- Know the relationship between/ among the characters. It helps you determine what language they may be producing as the conversation goes on.
- Read through the clues given, and try to guess which clue best fits the given space.
- Read one expression above and one below the spaced line. These exchanges help you determine the exact clue to fill in the given space.
- Keep the meaning flowing through the exchanges. Connect the conversation to what usually happens in a real life conversation.

Apply your Knowledge to Get the Flow of Meaning

A dialogue contains the meaning flowing. This flow of meaning is similar even in a sentence. Study the dialogue between first time neighbours. Note how they start the conversation; how the conversation develops and how it ends.

First time Neighbours Talking:

Tilak: Hello.

Jeevan: Hi there!

Tilak: Please allow me to introduce myself. I am Tilak, and she is my wife, Lila.

Jeevan: Pleased to meet you. My name is Jeevan. Do you live just there, next house?

Tilak: Yes, we do. Have you lived here long?

Jeevan: Me? I must think so. I have lived here for about four years now. Have you lived in Kathmandu very long?

Tilak: No, not really. When we left village, and came to the city, we lived with a cousin in Banepa. By the way, where do you work?

Jeevan: I am a teacher, and teach in a school at Patan. What do you do, Tilak Sir?

Tilak: I am a mechanic, and work at a garage in Bhaktapur.

Jeevan: And, what about you, madam?

Lila: I am an assistant nurse at Bir Hospital.

Jeevan: Well, Tilak Sir and Lila Madam, it was good to meet you. I have to go now.

Tilak: It was good to meet you, too, Jeevan Sir.

Lila: It was good to meet you.

Jeevan: See you around!

Tilak and Lila: Bye.

Now Try These

Read the following pieces of conversation and complete them by choosing the correct option. There are several options but you have to select the options in such a way that there is spontaneous flow of the conversation.

Conversation A

Interviewer: (1) _____ your school?

Raman : I think my school is the best school in the city.

Interviewer: Who is your best teacher in your school?

Raman : (2) _____. She teaches us English.

Interviewer: (3) _____ in English?

Raman : I got 85 marks out of hundred.

Interviewer: (4) _____ to your performance?
Raman : I am sure she was happy.

- | | |
|------------------------------------|---------------------------------|
| (1) (i) What does she think about | (ii) What do they think about |
| (iii) What do you think about | (iv) Why do you think about |
| (2) (i) Who is the best teacher | (ii) Kiran Madm is is the best. |
| (iii) Kamal sir is the best. | (iv) There is none I like. |
| (3) (i) How much money do you have | (ii) How many marks did you get |
| (iii) How many friends do you have | (iv) Who had the highest marks |
| (4) (i) How did you react | (ii) How did your teacher react |
| (iii) How did your parents react | (iv) Why did you react |

Conversation B

Sanjana: You have a wonderful Mobile. Please tell me (1)_____.

Sumit : It is Apple.

Sanjana : Would you tell me (2)_____ to buy it.

Sumit : No on loan, I bought it cash down.

Sanjana: (3)_____?

Sumit : It is my grandfather (4)_____ Rs. 30 thousands.

- | | |
|--|-------------------------------------|
| (1) (i) what year it is of | (ii) which company is it of |
| (iii) what make it is | (iv) the name |
| (2) (i) from where you bought. | (ii) where you took the loan from |
| (iii) who gifted you | (iv) where you found it |
| (3) (i) How did you manage such a big amount | (ii) Why did you change the old set |
| (iii) How did you get this new one | (iv) Can you help me as well |
| (4) (i) who donated me | (ii) who asked me to buy |
| (iii) wanted me to have one | (iv) which is original |

Exercise:

Now, practice these. Complete the dialogue choosing the correct options given in the box underneath.

Ekbal : Excuse me,.....?
Budhawa: Of course. How can I help you?
Ekbal:where the Reading Room is?
Budhawa: It's three houses down the road on the left.
Ekbal : Thank you.....?
Budhawa :You'll have to fill up a form and put a photograph on it.
Ekbal : Do I have to.....?
Budhawa: Yes. Only one hundred.
Ekbal :

- a. deposit some money b. can you help me c. How can I get the membership
d. Thank you so much e. It's very easy f. Could you tell me

2.

Hari : Hello, where are you from?
Peter :
Hari : Your name, please?
Peter : Peter.....
Hari : Yes, my name is Hari.
Peter :?
Hari : Walk straight for about 5 minutes. Then turn on your right,.....
Peter : By the way.....?
Hari : I am a student.
Peter : Thank you very much.
Hari :

- a. Would you please tell me your name b. Not at all c. I'm from London d. It's near Basantapur e. what do you do f. How do I get to Hanuman Dhoka.

3.

Father: Now boy, what would you like to see first?
Son :, father.
Father : Come.....
Son : with sand and rocks, and a big pool in the middle!
Father : Yes, they must feel quite at home in these. See, there is a lion walking about.
Son :! Why has that other lion lying down over there, got no mane?
Father :
Son : Are there any, father?

- a. That is the lioness b. The lions c. What a fine big place they have got
d. The cages are over there e. They have to be kept separately f. tigers here
g. What a big fellow and what a fine mane he has got

4.

Student :, which lesson do we learn today?
Teacher : Well, today we learn lesson 10. Are you ready?
Student : Yes sir, about?
Teacher : It's abouta letter. Today, I'll tell you..... and their models.
Student : Sir, would you please tell us how to write letters?
Teacher : Yes, Shyam, have you written any letter?

- a. listen to me carefully b. What is it c. No d. Excuse me
e. different types of letters f. how to write

5.

Ramita : Do you have any new experience, Manohar?
Manohar : Not a special one but yesterday.....
Ramita ; Really? How was the garden?
Manohar ;
Ramita : Did the flowers present a scene of colorfulness?
Manohar : Yes,
Ramita : Wonderful! How was the garden?
Manohar ; In certain bushes the birds were making their nests and.....
Ramita : I love fountains. They look very beautiful.

- (i) On all sides were green trees and flowering plants.
(ii) We paid a visit to the Children Garden. (iii) There were fountains running on all sides.(iv) Let me listen to it. (v) The water of the fountains was sparking in the bright sun-shine.

Lesson Six: Paragraph Writing

Introduction

A paragraph is considered to be a meaningful collection of words, sentences, ideas and views of a writer on a certain topic. It has three components: topic sentence, supporting details and closing sentence.

What you need to know

Activity 1

Let's read the following paragraph:

Kathmandu , the Best Town in Nepal

There are many reasons why Kathmandu is one of the best towns in Nepal. First, Kathmandu has an excellent health care system. People can easily get treatment from different hospitals and nursing homes. Second, Kathmandu has a high standard of education. Students can study different subjects in different schools and colleges as per their wish. They can also get technical education to develop their skills for life. Students are taught by well-trained teachers and are encouraged to continue studying at universities. Next, roads in Kathmandu are wide and clean. People can get different means of transport easily for travelling to the places they want. Next Kathmandu has outstanding cultures and artistic things which really amuse people. Kathmandu has also different Malls and supermarkets for shopping and business Moreover Kathmandu has many exciting sites, parks and lots of space for people to live. As a result, Kathmandu is a desirable and comfortable place to live in.

In the above paragraph, topic sentence, supporting details and closing sentence

- **Topic Sentence:** The topic sentence is the first sentence in a paragraph. It introduces the main idea of the paragraph. It summarizes the main idea of your paragraph. It indicates to the reader what your paragraph will be about.
 - The topic sentence is: ***There are many reasons why Kathmandu is one of the best towns in Nepal***
- **Supporting Details:** They come after the topic sentence, making up the body of a paragraph. They give details to develop and support the main idea of the paragraph. You should give supporting facts, details, and examples.
 - The supporting details are: First, Kathmandu has an excellent health care system. People can easily get treatment from different hospitals and nursing homes. Second, Kathmandu has a high standard of education. Students can study different subjects in different schools and colleges as per their wish. They can also get technical education to develop their skills for life. Students are taught by well-trained teachers and are encouraged to continue studying at universities. Next, roads in Kathmandu are wide and clean. People can get different means of transport easily for travelling to the places they want. Next Kathmandu has outstanding cultures and

artistic things which really amuse people. Kathmandu has also different Malls and supermarkets for shopping and business Moreover, Kathmandu has many exciting sites, parks and lots of space for people to live .

- **Closing Sentence:** The closing sentence is the last sentence in a paragraph. It restates the main idea of your paragraph using different words.
 - The closing sentence is: **As a result, Kathmandu is a desirable and comfortable place to live in.**

Activity 2

Let's read the following paragraph

If I Became a Doctor

If I become a doctor, I would do several things to contribute to the development of the nation. First of all, I would work in a government hospital and serve the poor people. I would do good service for the people. I would treat the sick people well. Secondly, I would open a clinic in my village with the money I earned. I would run a clinic for serving the poor people at nominal cost. Next I would do some research so that I could find out new medicines for terrible diseases. In this way, I would become a famous personality in my nation.

In the above paragraph, we find topic sentence, supporting details and closing sentence as follows:

- **Topic sentence:** If I become a doctor, I would do several things to contribute to the development of the nation.
- **Supporting details:** First of all, I would work in a government hospital and serve the poor people. I would do good service for the people. I would treat the sick people well. Secondly I would open a clinic in my village with the money I earned. I would run a clinic for serving the poor people at nominal cost. Next I would do some research so that I could find out new medicines for terrible diseases.
- **Closing sentence:** In this way, I would become a famous personality in my nation.

Activity 3

Let's read the following paragraph:

Prospects of Tourism in Our Country

There are many prospects of tourism in our country, Nepal. Nepal is rich in natural beauties, resources and wonders such as Mt. Everest, lakes, rivers, forests, waterfalls etc. Moreover, our country has many places and things of cultural, historical and religious importance such as temples, palaces, monasteries, etc. All of these things attract tourists from in and out of the country every year.

In the above paragraph:

- **Topic sentence is:** There are many prospects of tourism in our country, Nepal
- **Supporting details are:** Nepal is rich in natural beauties, resources and wonders such as Mt. Everest, lakes, rivers, forests, waterfalls etc. Moreover, our country has many places and things of cultural, historical and religious importance such as temples, palaces, monasteries, etc.
- **Closing sentence is:** All of these things attract tourists from in and out of the country every year.

❖ Some important tips for writing paragraphs:

- *Each paragraph consists of a topic sentence, supporting details and a closing sentence.*
- *Think of a central idea for each paragraph.*
- *In each paragraph, write a topic sentence and support it with other sentences.*
- *Give supporting facts, details, and examples.*
- *Make your paragraph interesting and natural with simple sentences.*
- *Use the words which you are familiar with.*
- *After you have finished writing the paragraph, revise it carefully. If necessary, correct the mistakes if any.*

Some samples of paragraph writing:

1. Write a couple of paragraphs about town life using the following outlines.

Facilities ---- entertainment --- opportunities ---- noise ---- pollution --- rush.

Town Life

Many people live in towns. Life in towns is called town life. It is thought that town life is easy and comfortable. It is so because there are different facilities required for life. There are different companies and organizations where people can get jobs. Hospitals and nursing homes are available for good treatment. If people are sick, they can easily get treatment in towns. Towns have also got big and small markets where people can buy everything necessary for life. Since most towns have the facilities of transport and communication, people can get from place to place and convey their messages easily. The next attraction in the towns is the entertainment. As towns have cinema halls, theatres, dance centres, etc. people can get the opportunity for entertainment any time they wish for.

Town life has some negative aspects too. There is a lot of noise, huge air pollution and rush. Unmanaged rubbish usually common in our towns poses great threat to our health and right to live in a clean environment. The poisonous gases emitted by vehicles, factories and even household electronic gadgets cause great loss in public health. Peace, harmony, co-operation and friendliness are getting rare in our towns. However, the rapid progress one is supposed to achieve in towns overshadows all these and town life still remains major attraction for most people.

2. Write a couple of paragraphs about your neighbour, using the guiding questions in the box.

- What religion or culture do you and your Neighbour follow?
- Do you help each other? How?
- Do you avoid arguing with each other? How?
- Do you invite one another to festivals?

My Neighbours

Persons who live next or near to us are called neighbours. I have several neighbours living around me but Purna Kaji Shakya is my nearest neighbour. My Neighbour and I do not follow the same religion and culture. He is a Buddhist and I am a Hindu. We do different activities according to our religion and culture, but we get along very well. We do not have any kind of misunderstanding. We help each other as intimate friends. My Neighbour is helpful and so am I. When I am short of money, he lends me some. When I am sick, he comes to my house and takes care of me. I also help him whenever he needs.

As we are staying together, it is natural that we sometimes have some arguments. But those arguments do not bring adverse results, instead they help us to get closer and understand each other better. We do not have the feeling of different religions and culture. When my Neighbour has special festival, he invites me to his home. I also invite him on special festivals. Tolerance, trust and respect and care for each other are the secrets of our wonderful living in Shankarapur.

3. Write a paragraph on Football.

Football

Football is one of the most popular sports activities in the world. It is also called soccer. It is equally popular among all age groups and countries.

There are eleven players in each of the teams. They have their own roles to play. Some of them are defenders and others are strikers. The game is generally played for 90 minutes with an interval in the middle, however the time to play may be decided depending on the age group and or sex of the players. There has to be good coordination among the players for winning the match. The team which is able to score the highest number of goals is declared the winning team. There are many international football tournaments but the World Cup is the most reputed one. It is played between the professional players of different countries in different parts of the world every four year. The game of football teaches us the importance of coordination and understanding among the members in a group.

4. Write a paragraph describing your grandmother.

My Grandmother

My grandmother's name is Punyawati. She is 68, but she does not look old. Her face is round, and it has some wrinkles. She has got grey hair, though. She has a mole on her chin. She has wide eyes and pointed nose. She wears glasses as her eye sight is rather poor. My grandmother always wears earrings and typical Nepali dresses.

She is friendly and kind, so every family member as well as the neighbours respects her. She is loving to us. When she comes home from outside, she always brings us some sweets. She never gets angry with anyone. She is interested in telling stories. We always listen to her when she tells us stories. In spite of her old age, she never sits idle. She works in the kitchen as well as in the garden. This proves that she is a hardworking woman. I am very proud of my grandmother.

5. Write a couple of paragraphs on 'Computers have Become a Part of Our Life'.

Computers have become a part of our life

Computers are modern devices which make our communication as well as various official works faster and easier. Computers are very helpful to us. They have become a part of our life. They help us in communicating with people, learning language, getting various information, sending e-mail and so on. Thus, they help us in different areas like education, science, business, production, medical field, etc. Computers are used at schools and colleges for teaching learning. They are used at home for learning various things and communicating. They are used in organizations for storing and keeping records of everything. Scientists also use computers to accomplish their research work.

Computers are not only helpful for scientists. They are helpful for ordinary people as well because ordinary people can easily do various things on computers. On computers we can type, create designs, keep records, store much information, learn languages, send and receive e-mail message, and browse various important things through internet. Everyone feels that computer is an essential thing for life. If there were no computers today, our life would be more difficult and our pace of life would be very slow.

Exercises for further practice

- a) Write a couple of paragraphs on what you would like to see in your country and its people. Consider the following points.

Honesty, patriotism, dignity of Labour, revolt against tyranny

- b) Write a couple of paragraphs on ‘ The Importance of Learning the English Language’.
- c) Write a couple of paragraphs describing your school /village.
- d) Write a couple of paragraphs on ‘The Situation of Nepalese Farmers’.
- e) Write a couple of paragraphs on ‘Village Life’ using the following clues.

Peace -- co-operation --- leisurely life --- illiteracy ---- poverty ---lack of facilities.

- f) Write a couple of paragraphs on ‘Problems of Load shedding and Solution to it.’
- g) Write a couple of paragraphs on the different ways we learn (cultivate our minds)

Use the clues :

- By observing things happening
 - By reading books
 - By travelling to places
 - From teachers and friends.
 - From Parents
- h) Write a paragraph on ‘ Effects of Unemployment in Nepal’.
- i) Write a paragraph about your likes and dislikes.

Lesson Seven : Letter Writing

1.Job Application Writing

Introduction

It is an application which is written to apply for a job lying vacant. A job application letter has five parts:

- Heading (Address, Date and inside address)
- Salutation (Sir/Madam or Dear Sir/Madam)
- Body of the letter (opening , message and closing)
- Subscription (Yours faithfully, Faithfully yours, Yours sincerely, Sincerely yours)

➤ Signature

All parts of the job application can be written in the following format

Format 1

1. Heading

Address

Date

Inside address.....

.....

.....

Subject :

2. Salutation

Sir/ Madam,

Or

Dear Sir/ Madam,

3. Body of the letter

Opening.....

.....

Message.....

.....

.....

.....

.....

.....

Closing.....

.....

4. Subscription

Format 2

1. Heading
Address.....
Date.....
Inside address.....
.....
.....
Subject :
2. Salutation
Sir/ Madam,
Or
Dear Sir/ madam,
3. Body of the letter
Opening.....
.....
Message.....
.....
.....
.....
Closing.....
Subscription

What you need to know

Activity 1

1. By reading the question/advertisement carefully, you need to know: the post, office name and its address, required educational qualification, age, work experience, whom and when to write and necessary skill of language or/ and training.
2. Your address and date are written on the right corner of the page in the following ways:

e.g.

- | | |
|--------------------------|----------------------------|
| a) Mulpani-6, Kathmandu, | 10 th Jan, 2016 |
| b) Mulpani-6, Kathmandu, | Jan 10, 2016 |

3. You need to write inside (the designation of the official and the official's address) below the address and date on the left. The designation of the official can be written as follows:

- The Principal
- The Manager
- The Managing Director
- The Director
- The Campus Chief
- The Personnel Manager

It may vary as per the type of the organization you are applying to.

4. Then subject is written below it.

Eg.

Sub: Application for the post of.....(mention the advertised post)

5. After that you need to write salutation as follows:

- a) Dear Sir,
- b) Dear Sir/Madam,

6. Below the salutation, opening paragraph can be written as follows:

- a) I would like to apply for the post of(post) which was advertised in(newspaper's name)dated(mention the date).

OR

- b) In response to your advertisement published in 'The Kathmandu Post' dated 5th Jan 2016 for the post of, I beg to offer myself as a qualified candidate for the same.

OR

- c) Having seen your advertisement published in(newspaper's name) on (date), I wish to submit my candidacy for the post of(post).

OR

- d) I wish to apply for the post of(post) which was advertised in(newspaper's name) of(date)

7. Then you can write the second paragraph mentioning age, health, academic qualification, etc.
8. Then you can write the third paragraph mentioning work experience in the related field, language skills, training, etc.
9. After that you need to write the names of two people (if necessary) for references. One is the principal of school/college/campus from where you got the qualification. The other is the boss of the company from where you got the work experience.

e.g.

References can be obtained from:

- a) The Principal, ABC college and
- b) The Manager, XYZ company.

10. Then you can write your commitment or assurance as following:

- a) If I am given a chance to work in your school/company, I will perform my duty honestly and well for your great satisfaction.

OR

- b) I would like to assure you that I will satisfy you by doing my duty honestly and well.

OR

- c) I assure you that I will perform my duty honestly and efficiently if I am selected for the post.

11. After commitment and assurance, you need to write the closing as follows:

- a) I look forward to seeing your favorable response soon.

OR

- b) Hoping to hear from you very soon.

OR

- c) I look forward to hearing from you soon.

12. Then subscription can be written at the right hand side as follows (the latest style is to write at the left hand side):

Yours faithfully/ Faithfully yours/ Yours sincerely/ Sincerely yours

(Signature)

(Name)

11. You can also write your CV/Bio-data/resume separately at the end of the letter.

Bio data/Curriculum Vitae/Resume	
Name:	
Address:	
Gender/Sex:	
Date of Birth:	
Marital	status:
Single/Married/divorced.....	
Father's Name:	
Nationality.....	
Complexion.....	
Religion.....	
Educational Qualification:	
Work experience.....	
Languages.....	
Interest.....	
Contact No.	

Some questions and their solutions.

1. Write a letter of application for the post of senior accountant. Apply to the personnel Manager, Hotel Yak and Yeti, Kathmandu. State your age, academic qualification (min-BBS), work experience (two years) and write names of two people for reference. Attach your complete curriculum vitae, too.

Shivapuri-2, Kathmandu 14 th Jan 2016	
To, The Personnel Manager, Hotel Yak and Yeti, Kathmandu.	
Sub: Application for the post of Senior Accountant	
Dear sir, I would like to apply for the post of senior accountant which was advertised in 'The Rising Nepal' dated 5 th Jan 2016. I am a young man aged 22 . I possess sound health and handsome personality. Regarding my academic qualifications, I passed the SLC from Shivapuri High School	

in 2008. Then I joined National College , Kathmandu from where I passed plus-two in management in 2010. After that I passed the BBS from the same college in 2013. So far as my work experience is concerned, I have been working as an accountant in Zenith Finance Company since 2013. Therefore, I have the required experience for this post. I can speak English, Nepali, Newari and Hindi fluently.

References can be obtained from:

- i. The Principal, National College ,Kathmandu, Kantipath, Kathmandu.
- ii. The Manager, Zenith Finance Company, New Road, Kathmandu.

If I am given an opportunity to work in your company, I will perform my duty honestly and well. I look forward to hearing from you very soon.

Faithfully Yours,
Ujjwal Palikhel

Curriculum Vitae

Name : Ujjwal Palikhel
Address : Shivapuri-2, Kathmandu
Sex : Male
Date of Birth : July 1st 1993
Marital Status : Single
Father's Name : Mohan Prashad Palikhel
Nationality : Nepali
Complexion : Olive
Religion : Hindu

Educational Qualification:

S.No.	Qualification	Institution	Year
1	SLC	Shivapuri High School	2008
2	10+2	National College of Kathmandu	2010
3	BBS	National College of Kathmandu	2013

Work experience : As Accountant at Zenith Finance for two years.

Language : English, Nepali, Newari and Hindi.

Interest: : Travelling

Contact No : 9862502250

Regd		
From	{	To
Ujjwal Palikhel		The Personnel Manager,
Shivapuri-2,		Hotel Yak and Yeti,
Kathmandu		Kathmandu

2. Apply for the post mentioned in the following advertisement.

Required

Machhapuchhre Bank Ltd. Invites applications from qualified Nepali Nationals for the post given below

Post: Cashier

Qualification: BBS

- Must be fluent in spoken and written English and Nepal.
- Must have worked as an assistant cashier at a reputed bank.
- Age: Not more than 25 years.
- Apply with resume by 20th Jan, 2012 including all necessary documents, a recent passport size photograph, and contact phone number to:

The Personnel Manager,

Machhapuchhre Bank Ltd.

Kathmandu, P.O. Box No. 6672, Nepal

Ans:

Indrayani-2, Kanchanpur 12 th Jan. 2016	
To The Personnel Manager, Machhapuchhre Bank Ltd, Kathmandu.	Sub: Application for the post of Cashier.
Dear sir, In response to your advertisement published in 'The Kathmandu Post' dated 7 th Jan	

2016 for the post of cashier, I beg to offer myself as a qualified candidate for the same.

I am 24 years old. I possess sound health and excellent personality. As regards my educational qualifications, I passed the SLC from Rastriya Higher Secondary School in 2009. Then I joined National College, Dhangadhi from where I passed the plus two exam in management in 2011 and BBS in 2014.

So far as my work experience is concerned, I have been working at Bank of Kathmandu, Nepalgunj branch office as an assistant cashier since 2014. Therefore, I have the required experience for the advertised post.

I have, herewith, attached all necessary documents and a recent passport size photo. My contact no is 82745002.

I look forward to hearing from you very soon.

Yours faithfully,
Bimala Bhatta

Resume/Curriculum Vitae

Name : Bimala Bhatta
Address : Indrayani-2, Kanchanpur
Sex : Female
Date of Birth : 5th Dec 1988
Marital Status : Single
Father's Name : Bamdev Bhatta
Educational Qualification :

S.No.	Qualification	Institution	Year
1	SLC	Rastriya Higher Secondary School	2009
2	10+2	National College , Dhangadhi	2011
3	BBS	National College , Dhangadhi	2014

Nationality : Nepali
Complexion : Fair
Religion : Hindu
Work Experience : Worked at Bank of Kathmandu as assistant cashier since 2014
Language : Can speak English and Nepali Fluently
Interest : Travelling and studying

Exercise for Further Practice

1. Imagine that you are Nagina Shrestha from New Road, Kathmandu. Apply to the personnel Manager of Ganapati Restaurant, Kathmandu for the post of waitress stating your age, educational qualification (plus two) and work experience (min two years).
2. Read the following advertisement and write a letter of application for the advertised post.

WANTED

A newly established high school is in need of an energetic and dynamic person for the following post.

Post: Secondary teacher

Subject: Science

Qualification: M.Sc.

Experience: At least two years

Salary: As per the government scale

Candidates who are qualified and interested are requested to send their application in the following address including CV and a recent passport size photo within 25th Jan 2015 to:

Principal

Swarnim High School

Kathmandu, Nepal

P.O. Box: 7723

Phone: 426251

3. Read the advertisement and write a letter of application for the advertised post.

WANTED URGENTLY

A reputed organization in Biratnagar is seeking a marketing manager. Interested candidates may apply with their bio data along with recent passport size photograph within 7 days.

Professional experiences required

- i) Must be MBA degree holder
- ii) Experience in the field of media marketing will be an added advantage.
- iii) Excellent communication skills in English.

Apply to:

The Director, Birat Mall, Morang.

4. Read the following advertisement and write a letter of application for the advertised post.

POSITION VACANT

One of the leading software development company and training institutes in Nepal, is on its way to establishing a new ISP with new technology. So vacancy for computer operator is currently available in our company.

Minimum Qualification:

10+2 or equivalent

Computer Literate

Good English (both spoken & written)

No previous experiences required

Training will be provided for all the selected candidates:

Interested candidates should apply with their resume within 10 days from this date either through post or in the office itself between 10:00 a.m. to 5:00 p.m.

Apply to : The Manager, SSRC Software Solution & Research Centre

Gwarko, GPO Box 2678, Lalitpur

Nov 10, 2015

Lesson Eight : Essay Writing

Introduction

An essay is a combination of paragraphs to express facts, examples, and writer's views or ideas on the given topic. Generally an essay consists of four or five paragraphs. Here you will learn how to write an essay. An essay consists of:

- introduction
- body
- conclusion

Let's read an example of an essay on Unemployment in Nepal.

Unemployment in Nepal

The fact of a number of people not having a job is called unemployment. In other words, a person who has to pass time without having got a job to do, is called an unemployed person. Unemployment is one of the most serious problems in Nepal. There are a number of educated as well as untrained people who have not got jobs. The number of such people is growing day by day. It is necessary to identify the causes and effects of unemployment.

There are many causes of unemployment in Nepal. First, the government has not been able to provide technical education at school level. Second, factories and industries are not flourished well to fulfill the demand of jobs. Next, many of the people aim at only government jobs, which are not enough. Nepal is rich in agriculture, but most of the educated people do not want to work in farming and there is no adequate development of agriculture sector. Moreover, Nepal has a lot of prospects of tourism which can provide a lot of jobs; but tourism is not developed well and satisfactorily. Frequent political disorder has also discouraged factories and companies to be developed. As a result, people have been hopeless about getting jobs in Nepal.

Unemployment has a lot of bad effects in Nepal. Many young people who are energetic and educated are going to other countries to do minor jobs. As a result our country is losing great manpower which is necessary for the country's development. Many students who are studying in different grades have lost their belief in educational degrees. Consequently people's as well as country's economic status is becoming weaker.

The problem of unemployment must be solved. People of all fields must do something in this regard. The government should make a policy of providing technical and practical education from the school level. This will really help the students to do some jobs in their community when they are matured. Next, tools and equipment should be provided for people to make them able to apply new farming methods. Similarly tourism must be developed widely. The existing factories and industries should be improved and new ones should be set up to meet the changing time and context. Young people should be stopped from going to other countries and they should be engaged in some kind of jobs in our own country, Nepal. This will increase people's living standard and indirectly more jobs will be created.

The problem of unemployment is against the economic growth of people and the nation. One person's attempt or one community's effort or only the government's effort is not enough to solve this terrible problem. Everyone should do something to create jobs in the societies so that the influx of the Nepalese youths towards foreign employment is checked and the youth force is utilized in the development of the nation.

What you need to know

Activity 1

First paragraph - an introduction

- The introduction should be started with a general discussion of your subject and lead to a very specific statement of your main point, or thesis.
- Your statement should catch a reader's attention.
- The thesis or main point should tell in one or two sentences, what your overall point or argument is, and briefly, what your main body will be about.

For example, the following may be an introductory paragraph of an essay on Unemployment in Nepal.

The fact of a number of people not having a job is called unemployment. In other words, a person who has to pass time without having got a job to do, is called an unemployed person. Unemployment is one of the most serious problems in Nepal. There are a number of educated as well as untrained people who have not got jobs. The number of such people is growing day by day. It is necessary to identify the causes and effects of unemployment.

Activity 2

Body

- The body of an essay may contain more than one paragraph. Each paragraph should deal with one main idea.
 - Each paragraph should have a clear topic sentence that states the main idea of the paragraph and as much discussion or explanation as is necessary to explain the point.
 - You should try to use supporting details and specific examples to make your ideas clear and convincing.
 - You should write a closing sentence in each paragraph
- For example, the followings are from the essay above:

Paragraph 1

There are many causes of unemployment in Nepal. First, the government has not been able to provide technical education from the school level. Second, factories and industries are not flourished well to fulfill the demand of jobs. Next, many of the people aim at only government jobs, which are not enough. Nepal is rich in agriculture, but most of the educated people do not want to work in farming and there is no adequate development of agriculture sector. Moreover, Nepal has a lot of prospects of tourism which can provide a lot of jobs; but tourism is not developed well and satisfactorily. Frequent political disorder has also discouraged factories and companies to be developed. As a result, people have been hopeless to get jobs in Nepal.

Paragraph 2

Unemployment has a lot of bad effects in Nepal. Many young people who are energetic and educated are going to other countries to do minor jobs. As a result our country is losing great manpower which is necessary for country's development. Many students who are reading in different grades have lost their belief in educational degrees. Consequently people's as well as country's economic status is becoming weaker.

Paragraph 3

The problem of unemployment must be solved. People of all fields must do something in this regard. The government should make a policy of providing

technical and practical education from the school level. This will really help the students to do some jobs in their community when they are matured. Next, tools and equipment should be provided for people to make them able to apply new farming methods. Similarly tourism must be developed widely. The existing factories and industries should be improved and new ones should be set up to meet the changing time and context. Young people should be stopped from going to other countries and they should be engaged in some kind of jobs in our own country, Nepal. This will increase people's living standard and indirectly more jobs will be created.

Activity 3

Conclusion

- Your conclusion should begin with a restatement of your main point, but you should try to paraphrase. You should not just repeat your thesis sentence.
- Then you can add some sentences that emphasize the importance of the topic and the significance of your view.
- You should think about what idea or feeling you want to leave your reader with.

For example, the following paragraph is the concluding idea in the essay above:

The problem of unemployment is against the economic growth of people and the nation. One person's attempt or one community's effort or only the government's effort is not enough to solve this terrible problem. Everyone should do something to create jobs in the societies so that the influx of the Nepalese youths towards foreign employment is checked and the youth force is utilized in the development of the nation.

Activity 4

Transitions

- Transitions connect your paragraphs with one another and make the essay effective.
- You should not jump from one idea to the next abruptly. With the help of the transitions you should show the relationship between the ideas at the end of one paragraph and/or the beginning of the next.

- To express the relationship between the two paragraphs, you should think about words and phrases that compare and contrast.

For example:

- If the first paragraph tells us good effects and the second bad effects, you can use "on the other hand . . .")
- If the second paragraph tells us something of greater significance, we can use "more importantly . . ."

Some common transition words and phrases:

1. For adding more information, you can use:
Besides In addition In fact Moreover Second...Third..., etc
2. For comparing or contrasting, you can use:
Although However In comparison In contrast Likewise
On the other hand Similarly Whereas
3. For indicating a time frame or a shift from one to another time period, you can use:
After Before Currently During Eventually Finally
First, . . . Second, . . ., etc. Immediately Initially Lastly
Later Meanwhile Next Previously
4. For indicating an example, you can use:
For example For instance In particular Particularly To illustrate
5. For indicating a cause or reason, you can use:
As Because Because of Due to For
For the reason that Since
6. For indicating a result or an effect, you can use:
Accordingly Consequently Hence So Therefore Thus
7. For indicating a purpose or reason, you can use:
In the hope that In order to So So that With this in mind
8. For summarizing, you can use:
Briefly In brief Overall Summing up To put it briefly
To sum up To summarize
9. For concluding, you can use:
Hence In conclusion So Therefore Thus To conclude

Tips for writing an essay

- i. First think about the subject of the essay that you are going to write.
- ii. Write the points necessary for the essay as a plan.
- iii. Number the relevant points in order.
- iv. Don't use the points which are not relevant to the subject of the essay.
- v. If points are given, follow them closely.
- vi. Write sentences on the basis of the points.
- vii. Write four/five paragraphs in a complete essay. One introduction paragraph, two/three body paragraphs and one conclusion paragraph.
- viii. Write one idea or thought in each body paragraph. Write a sentence of main point and then write supporting sentences with facts, examples and reason.
- ix. In each body paragraph, write a topic sentence, supporting details and a closing sentence.
- ix. Use the words which you are familiar with.
- x. Make your handwriting neat and legible.
- xi. After completing the essay, revise it carefully and correct if there are any mistakes.

Some essay writing questions and their solutions:

1. Write an essay on 'A school Excursion' in about 200 words. Use the clues given in the box.

destination --- purpose --- preparation --- members --- journey --- arriving at destination --- time spent there --- feeling --- conclusion

A School Excursion

An excursion is a short trip to somewhere, which is made for gaining knowledge and information about certain things around the place. A school excursion is made by school for its students to make their minds fresh and to help them gain knowledge about the certain area or the events.

Last week we had our excursion to Nagarkot. Our purpose was to see the sunrise and to learn about geographical features of Nagarkot.

All the students of class ten had informed about the excursion and they had been instructed to collect Rs. 400 per student for lodging and food. We collected

money. Our school provided transportation to Nagarkot and back home. There were altogether 45 of us including two teachers.

We started at 8 am on Friday. On the way we often got the bus stopped to see the views of natural beauties. Our class teacher explained the geographical features very interestingly. As most of the way was bendy and uphill, it took us around three hours to Nagarkot. When we got off the bus, we felt relieved of our tiredness during the journey. The spellbind sight of the Langtang Range and the panoramic greenery in and around the spot filled every heart with joy and excitement. The cool breeze blowing about us and the mountains peaks touching the horizon made us feel as if we were on the topmost part of the earth. We had breakfast at a restaurant and headed to the Tower and watching beautiful scenes. We took photographs of ourselves and beautiful scenes. We also studied some rocks and the vegetation in Nagarkot. After lunch, we had a good time dancing and singing, and exchanging the knowledge.

We spent the night in the hotel. Next morning we got up early. The sky was clear. We watched the sunrise. It sun came up as if it was some glowing ball being raised steadily. Soon we had breakfast and returned home.

The excursion gave us an opportunity to learn a lot about the natural beauty, the landscape and the vegetation in and around Nagarkot. I think this kind of excursion is necessary for the students of each school. It makes the students more active and inquisitive by increasing their knowledge.

2. Write an essay in about 200 words on 'Role of Youths on Nation Building with the help of the following clues.

Introduction --- what youths should do for contribution to nation --- what they should not do --- present situation of youths --- conclusion

Role of Youths on Nation Building

Every citizen of a nation has responsibility to develop it. If everyone works hard in their own field, it is easier to develop the nation. Youths are the important parts of the nation because it is the youths who can become great manpower for the upliftment of the nation. That is why they have to play an important role for the nation.

Youths should contribute to the nation by doing useful things in different sectors like: education, health, technology, engineering, politics and so on. They

should first get good education to be able and skilful persons. Education makes them responsive to change. If they have education, they can apply new methods for the progress of the nation. They should have the feeling of nationality and they should help to create a peaceful environment in every sector. If there is peace and youths are united, the national plans can easily be successful. They should have the feeling of patriotism and think of doing creative work which helps to develop the nation to some extent. They should work in disciplined manner and create mutual understanding among people.

They should not do such activities which are against national development. They should not work against the law and no one should break the rules of the nation. They should not ignore the nation by wandering in foreign countries. If every youth does a small thing for the nation, that will be a great thing to help develop the nation.

The present situation of youths is not satisfactory. Many youths are neglecting education. They are badly influenced by media and imported cultures. Many youths are addicted to drugs and involved in crimes. These activities are not the role of youths. If bad activities of youths are not controlled, it is not possible to build our nation.

A nation can't be developed and built without the contribution of youths. Many youths are not on the right way for nation's development. That is why parents, community, civil society, NGOs, INGOs and government all should help to create such an environment in which all the youths can stay and work together for nation building.

3. Write an essay on 'My Village/ Town' in about 200 words including the following points.

Location --- population --- crops --- climate --- religions --- specialities
--

My Town

Situated around 17 kilometres north east of downtown Kathmandu ,Shankharapur , my town, is one of the oldest towns in the Kathmandu Valley. Although Bhaktapur, the other ancient town is near our town, Shankharapur is in Kathmandu district.

My town is not so big. It's population is increasing day by day. There are about 10,000 people living in the town. Most of the people are farmers. They grow paddy, wheat, potatoes and tomatoes every year. Some farmers have sold their fertile

land and changed their lifestyle. Some people in my town are teachers some are businessmen and some work in government offices.

The climate of my town is very nice. There is a suitable climate in my town for living. It is not so cold and not so hot most of the time throughout the year, but in Push and Magh, it is very cold and in Baisakh and Jestha, it is hot.

The people in my town mainly follow three religions: Hinduism, Buddhism and Christian religion. People do not have any conflict relating to the religions. They have the feeling of mutual understanding and brotherhood.

My town is famous for cultural and religious places. It is considered to be an ancient town. There are different specialties. The Bajrayogini temple is located on the hill about one and a half kilometers north of my town. It is one of the ancient temples of the country. Every year there is a fair called Salinadi Fair which lasts for a month. Many people from all over the country visit the fair and have a bath. Moreover, my town has many artistic houses, temples, gates, etc. which are really beautiful and everyone is impressed by these things.

4. Write an essay on 'Tourism in Nepal' in about 200 words with the help of the clues given in the box.

Introduction_____ tourist and tourism _____ prospects of tourism in Nepal _____advantages and disadvantages _____ problems _____ suggestions for solution.
--

Tourism in Nepal

Tourism is the business activity connected with providing accommodation, services and entertainment for people who are visiting a place for pleasure.

However, there may be tourists who visit from place to place, country to country for the purpose of doing studies, seeing new things, travelling to places and gaining knowledge and information. Tourism development of an area depends on the number of tourists visiting that area.

There are many prospects of tourism in our country, Nepal as it is rich in natural beauties, resources and wonders such as Mt. Everest, lakes, rivers, forests, waterfalls etc. Moreover, our country has many places and things of cultural, historical and religious importance such as temples, palaces, monasteries, etc. All of these things attract tourists every year.

We can get many advantages from tourism. One advantage is that we can earn a lot of foreign currency which can be invested on development works. If tourism is developed, many people get jobs and unemployment can be minimized. People's standard of life will be improved because of jobs and income. Remote places will be developed when tourists visit there every year. We can learn languages and traditions from tourists. They will also learn many things while visiting different places and they make Nepal known to the rest of the world.

There are some disadvantages of tourism too. When many tourists come to Nepal, they may spread communicable diseases to people. Some tourists may be criminals. They may commit crimes in Nepal. Moreover, beautiful places may be polluted when many tourists visit there because they may throw bottles, plastic bags and other rubbish.

Tourism has not developed well because of some problems. The major problems are transportation and security. There are not good roads to access beautiful places of remote areas. Some air services are available, but they are expensive. The lack of security has reduced the number of tourists. Moreover, there are not good hotels and lodges in many beautiful places of Nepal. Tourists can't get good lodging and food and other amenities in such places.

Something must be done to develop tourism in our country. Cheap transportation and facilities should be provided. Places should be neat and clean to attract the tourists. We should not make them feel insecure. We should create a peaceful environment in our nation and no one should annoy them. We should also celebrate Tourism year from time to time to make foreign nationals familiar with our country.

5. Write an essay on Poverty Elimination in Nepal with the help of the points given in the box.

Introduction _____ why poverty in Nepal _____ effects of poverty _____ ways to eliminate poverty ____conclusion.
--

Poverty Elimination in Nepal

Poverty is such a situation in which people have problem to afford even basic needs. Our country Nepal is a developing country. Many people are suffering from poverty. Their income is very low. They do not have enough money to find food, clothes and shelter.

There are various causes of poverty in Nepal. Most of the people are uneducated and they are superstitious and do not have idea of doing jobs. They want to follow old traditions. Most of the farmers do not use new methods in farming. As a result, they cannot get good production. When they grow crops, they do not get proper price, so their economic status is not rising. Hardworking farmers do not have enough fertile land, so they are poorer and poorer. Widespread unemployment is another cause of poverty. People do not have good source of income.

Poverty has bad effect on people and the nation. It has been a challenge to our nation. Because of poverty, social crimes like theft, robbery, murder are increasing. Conflicts are increasing because of the gap and misunderstanding between the rich and the poor. Because of poverty, society is also not developed. Moreover national economy has become weaker and weaker.

Poverty is a bad sign for development. Different measures should be taken to eliminate it. The government should provide appropriate education to people to make them aware and able to work in different fields. If farmers are educated, they can grow more crops by using new farming methods. The government and NGOs should implement special programs to raise the economic status of poor people. They should also make a policy to start technical education in schools so that people will not have to aim at government jobs only. Moreover industries and factories should be set up all over the country so that people can get jobs there and earn their living.

Poverty is the biggest impediment for the development of a nation. It makes the country go backward. As the people have to spend the day for solving hand to mouth problem, nothing outstanding can be expected out of them. So everyone should think that it is our responsibility to eliminate poverty from our country.

For Further Practice

1. Write an essay on 'A visit to a Historical Place' in about 200 words on the basis of the clues given below.

Introduction____journey from home to a historical place____ things you did on the way ____ arriving at the place ____ time passed feeling and impression ____conclusion.

2. Write an essay on 'My Pleasant Dream' in about 200 words using the clues given below:

Introduction ____ dream you saw ____ reasons to call it pleasant ____ its importance in your life ____ conclusion.

3. Write an essay on 'The Problem of Over-population' in about 200 words. Use the following clues.

Introduction ____ the problems ____ evils of overpopulation ____ measures to solve the problems ____ conclusion.

- 4.. Write an essay on 'My First Day at School' on the basis of the clues given below.

Introduction ____ preparation for admission ____ at school ____ in the class ____ conclusion.

5. Write an essay on 'Afforestation in Nepal' in about 200 words on the basis of the clues given below in the box.

Introduction ____ condition of forests in Nepal ____ importance of afforestation ____ afforestation programmes ____ conclusion.

6. Write an essay on 'My future plan after SLC' in about 200 words. Use the clues given below.

Introduction ____ preparation for SLC ____ things to do after the exam and before the result ____ study ____ after completing the study ____ conclusion.

7. Write an essay on 'My Aim in Life' using the clues given below in the box.

Introduction ____ your aim ____ its importance ____ how you will fulfill aim ____ conclusion.

8. Write an essay on 'Duties of Political Leaders' in about 200 words on the basis of the clues given below.

Introduction ____ importance of their duties ____ what they should do ____ what they should not do ____ problems of misunderstanding ____ solutions ____ conclusion.

9. Write an essay on 'Air Pollution' Using the clues given below:

Introduction ____ causes of air pollution ____ effects and problems ____ solutions ____ conclusion.

10. Write an essay on 'Tihar, the Festival Lights' in about 200 words using the clues given below.

Introduction ____ important days ____ how celebrated ____ importance of Tihar ____ people's feeling ____ conclusion.

Unit : Four

Listening

Introduction

Listening is regarded to be the primary skill in language learning. Our present secondary English curriculum has given emphasis on listening skill as well. The textbook has included some listening texts and exercises related to them. According to the SLC specification grid, a listening test of 10 marks is given to the students. In this unit, we have included some model sets as well as some practice questions along with their tape scripts.

Objectives

- Listen to spoken text, understand the gist and retrieve specific information from it.
- Record in note or make summary from the main points of spoken messages.
- Respond appropriately to spoken directions or instructions.

Tips for listening test

- Students are instructed in detail how listening test is conducted (first three minutes). The cassette is played for three times. First they will listen and do the first question, second they will listen and do the second question and the third time they will listen and check their answers.
- Questions are distributed to students and they have to write their names, symbol numbers, etc. on the answer sheets and go through the questions. They are given five minutes to write their names and read the questions.
- The cassette is played for the first time. Students are given five minutes to answer the first question.
- The cassette is played for the second time. Students have to answer the second question in five minutes.
- The cassette is played for the third time and students have to check their answers in one minute.

Different kinds of listening tests

Various kinds of tests can be used for testing listening and speaking skills of the students. Some of them are as follows

- Multiple Choice
- True/False
- Gap -filling with a word or a phrase
- Ordering, etc.
- Tick the correct pictures/answers

Sample Listening Tests

Listening script-1

Sarita : Hello, Suman ! How are you feeling now ?
Suman : Much better. How was the function?
Sarita : It was as good as last year's function.
Suman : Who presided at the function?
Sarita : The District Education Officer.
Suman : Did you also get the prize?
Sarita : Yes, here it is !
Suman : Good ! What did the principal say in his report?
Sarita : He read out a long report, describing the progress made by the school in different fields.
Suman : What did the District Education Officer say in his speech?
Sarita : He advised the students to work hard. He also praised the principal and the staff for their devotion to duty.
Suman : It seems you had a wonderful time
Sarita : Yeah ! It was really wonderful.

Exercises

1. Listen to the tape and tick the correct answer:(You have 5 minutes to do it):

- (a) Suman couldn't attend the function because.....
- (i) he was away from the town. (ii) he was unwell.
(iii) his parents didn't allow him.
- (b) The function was..... the previous year's function.
- (i) better than. (ii) worse than (iii) as good as

- (c) The DEO praised the school staff for.....
 - (i) their devotion to duty
 - (ii) making the programme a success
 - (iii) giving him an opportunity to speak
- (d) The Principal's report was on
 - (i) the progress made by the school
 - (ii) problems faced by the school
 - (iii) physical property of the school
- (e) The DEO advised the students to
 - (i) devote on their duty
 - (ii) work hard
 - (iii) secure better marks

2. Listen to the tape again and write T for true and F for false statements. (You have 5 minutes to do it) :

- (a) Sarita was not present at the function.

- (b) The function went well.

- (c) The District Education Officer was the chief guest.

- (d) The principal in his report said that the school needs some financial support.

- (e) The District Education Officer advised the students to work hard.

Listening script-2

Cancer is a class of disease characterized by out-of-control cell growth. There are over 100 different types of cancer, and each is classified by the type of cell that is initially affected. Cancer harms the body when damaged cells divide uncontrollably to form masses of tissue called tumors. Tumors can grow and interfere with the digestive, nervous, and circulatory systems. Tumors that stay in one spot and demonstrate limited growth are generally considered to be not serious. When a tumor successfully spreads to other parts of the body and grows, it destroys other healthy tissues. The result is a serious condition that is very difficult to treat. In 2007, cancer claimed the lives of about 7.6 million people in the world. Physicians and researchers who specialize in the study, diagnosis, treatment, and prevention of cancer are called oncologists.

Cancer is ultimately the result of cells that uncontrollably grow and do not die. Normal cells in the body follow an orderly path of growth, division, and death. Unlike regular cells, cancer cells continue to grow and divide. This leads to a mass of abnormal cells that grows out of control.

1. Listen to the tape and write 'True' or 'False' against the following statements: (5×1 = 5)

(You have **5 minutes** to do it.)

- a. There are nearly 100 different types of cancer.
- b. Uncontrollable cell division contributes to form tumors.
- c. Tumors with limited growth are very serious.
- d. 7.6 million people in the world died of cancer in 2007.
- e. Cancer cells continue to grow and divide.

2. Listen to the tape again and fill in the blanks with correct words: (5×1=5)

(You have **5 minutes** to do it.)

- a. Cancer is a class ofcharacterized by out-of-control cell growth.
- b. Damaged cells divide to form..... of tissue.
- c. Tumors interfere with digestive,..... and circulatory system.
- d. Tumor destroys other..... tissues.
- e. Cancer is the result of cells that grow and do not

3. Listen to the tape again and review your answers.(You have one minute to do it.)

Unit : Five

Speaking

Introduction

The main purpose of language teaching is to enable students to use the language in day to day communication. In our context, students hesitate to speak in English even though they can produce a variety of written texts and possess a good knowledge of the language. As such, the present English curriculum has emphasized the spoken skill as well so that students will be able to speak fluently and accurately in a variety of authentic situations. In SLC examination as well, a speaking test is given to the students that covers 15 marks. In this unit, we have included some model as well as practice questions based on SLC grid and also some useful tips for the students.

Objectives

- Communicate appropriately in a variety of formal and informal situations
- Engage effectively in informal discourse, using appropriate discourse devices (e.g. pauses, tags, questions, etc.)
- Engage in group discussions, expressing opinions and arguing a point of view effectively
- Narrate a sequence of events or process
- Convey simple messages effectively using common phrases, proverbs, idioms and metaphorical expressions
- Engage in group discussion using closed, open and alternative types of questions.

Tips for Speaking Test

- Greet the monitor (e.g. Good morning/Good afternoon, Sir / Madam) so that you can present yourself naturally and politely.

- Ask the monitor for permission before taking your seat with ease. (e.g. May I sit down Sir/ Madam?)
- Give your admission card to the monitor so that she/he can note down your symbol number and name in the scoring sheet. (e.g. Here is my admission card please.)
- The monitor may start the conversation asking various ordinary questions related to you such as your name, about your study, exams, family background etc.
- The monitor will show a set of pictures to describe them.
- Look at the given pictures or diagrams or maps carefully.
- Request the monitor for another set if you do not feel comfortable with the given set.
- Do not answer the questions in haste. The monitor will allow you some time (15/20 seconds) to respond to each question. Tenses and sentence structures should be as per the monitor asks.
- Say, thank you, bye / good bye, Sir / Madam before leaving the exam hall.

Some more notes on speaking skills

1. How can we practise listening and speaking skills?

- **Practise listening and speaking** outside the classroom as much as possible.
- **Listen to the radio**, especially newscasts as they often repeat stories. This review can improve your comprehension and increase your vocabulary. Watch a show on TV, for example, a talk show, a children's show for easy English, a documentary, or a soap opera.
- **Watch TV** or a video with your family or friends and then talk about it.
- **Talk** to your classmates in English only, both in and out of class. Find a conversation partner from your class with a different first language and practice. It's just as important to understand foreign accents in Canada as perfect teacher's English.
- **Practise pronunciation.** Pronunciation is important. English is a stress-based language. We indicate important information to the listener through stress. Practice **stress and linking** to help your speaking and listening skills.
- **Learn songs** in English.
- Listen to **books on tape** as models for pronunciation.

Speaking test items

Speaking can be tested in several different ways. Some of them are:

Question Types:

1. Interview/Conversation
2. Cued situation
3. Story telling
4. Describing pictures, charts, maps and a sequence of events.

Some Questions

A model speaking test paper

Set 1

1. Interview questions:

3

Any three general questions like

- a. What's your name?
 - b. What's your symbol no.?
 - c. How did you come to the examination hall this morning?
 - d. How many members are there in your family?
 - e. What subject have you thought to study after SLC?
2. Think and say any **four** things we **mustn't** do in the classroom.
 3. Look at the following pictures and describe them in the past tense.

4

8



Alternative question for the students with visual difficulty only

What would you do for the visually impaired students if you were the Education Minister of Nepal?

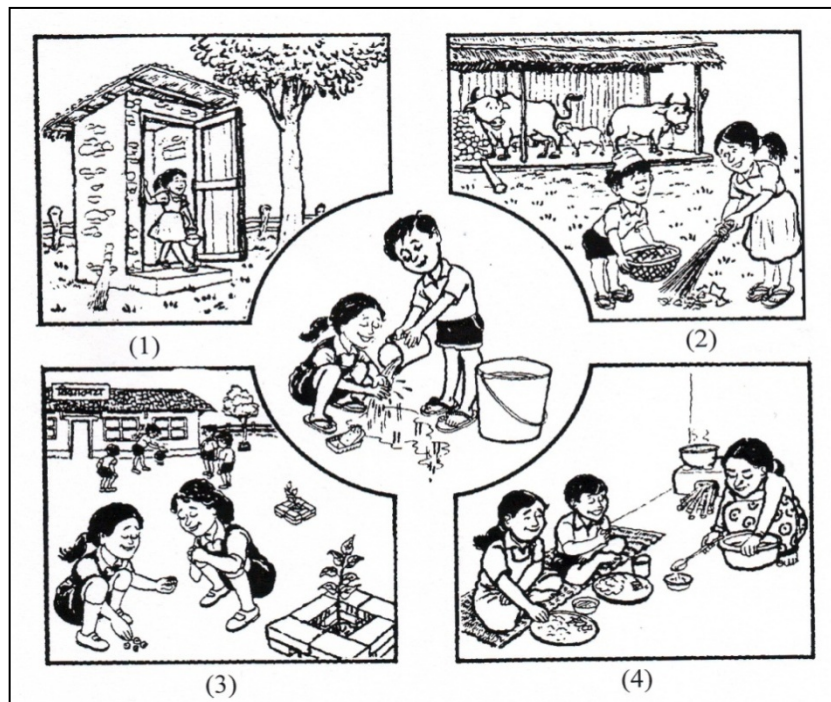
Set 2

1. Interview Questions:

- What is your symbol number?
- Introduce yourself.
- Where do you live?

2. Why is the English language important? Tell me any four reasons.

3 Look at the pictures and explain about them in at least four sentences.



Alternative questions for the students with visual impairment

- Describe your best friend in four sentences.

Set 3

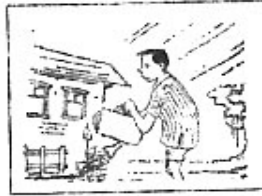
1. Interview Questions:

- What do your parents do?

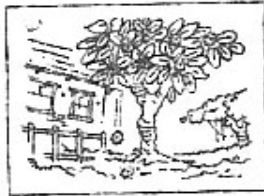
- How was your written test?
 - Tell me something about your school.
2. What will you do after you finish the SLC examination? Tell me any four things.
3. Look at the pictures and say what is happening. Use simple past tense.



(1)



(2)



(3)



(4)

Alternative questions for the students with visual impairment

Tell me any four things you can't do in the examination hall.



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